## REPORT RESUMES

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"LET'S SPEAK ENGLISH," AN EXPERIMENT IN ADULT EDUCATIONAL TV DESIGNED TO TEACH ENGLISH TO BEGINNERS, WITH A REPORT ON THE AUDIENCE REACHED AND ITS REACTIONS TO THE PROGRAM.
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THREE-HUNDRED SIXTY-EIGHT INTERVIEWS CONDUCTED IN THE HOME, BY MAIL, AND BY TELEPHONE PROVIDED DATA FOR THIS AUDIENCE STUDY OF THE ENGLISH COURSE FEATURING A MIMICRY-MEMORY TECHNIQUE. ABOUT 35 PER CENT OF AN IDEAL TARGET AUDIENCE IN THE TORONTO METROPOLITAN AREA DEFINED ACCORDING TO AGE AND LINGUISTIC ABILITY WATCHED SOME OF THE PROGRAM, AND ABOUT HALF OF THESE WERE CONSIDERED REGULAR VIEWERS. DESPITE EXTENSIVE PUBLICITY, ABOUT HALF OF THE TARGET AUDIENCE LACKED AWARENESS OF THE PROGRAM, BUT OF THOSE WHO WERE AWARE, 4 OUT OF 5 WATCHED SOME PART OF IT. THE BULK OF FREQUENT VIEWERS WERE POST-WAR IMMIGRANTS, MANY OF WHOM SPOKE LITTLE OR NO ENGLISH AND MOST OF WHOM HAD NEVER HAD FORMAL ENGLISH INSTRUCTION. THOSE WHO VIEWED WITH OTHERS TENDED TO BE THE MORE PERSISTENT STUDENTS, AND THE LARGER THE VIEWING GROUP, THE GREATER THE TENDENCY TO WATCH REGULARLY. ATTITUDE OF THE REGULAR VIEWERS WAS FAVORABLE, ESPECIALLY TO THE MIMICRY-MEMORY ASPECT. LEAST INTERESTING WERE GRAMMAR DRILLS. VISUAL AIDS TO COMPREHENSION HAD LITTLE IMPACT. TEXTBOOKS WERE CRITICIZED. AUDIENCE DROPOFF AND HETEROGENEITY ARE DISCUSSED, AS IS POSSIBLE LOSS OF MOTIVATION DUE TO ISOLATING EFFECTS OF THE TV MEDIUM. PERCENTAGE TABLES AND FREQUENCY TABLES BASED ON CHI SQUARE, AND EXPERIMENTAL MATERIALS ARE INCLUDED. INFORMATION ON ANY ASPECT OF THIS STUDY IS AVAILABLE FROM THE DIRECTOR OF RESEARCH, CANADIAN BROADCAST CORPORATION, OTTAWA. (LH)

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# CBC RESEARCH

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# 'LET'S SPEAK ENGLISH'

AN EXPERIMENT IN ADULT EDUCATIONAL TV
DESIGNED TO TEACH ENGLISH TO BEGINNERS

WITH A REPORT ON

THE AUDIENCE REACHED AND ITS
REACTIONS TO THE PROGRAM

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Research Department
Canadian Broadcasting Corporation

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Communications relating to the content
of this report, or requesting further
information on any aspect of this
study, should be addressed in
the first instance to

Director of Research

Canadian Broadcasting
Corporation

Ottawa

# PREFACE

Over a period of six months, in the fall-winter season of 1961-62, the Canadian Broadcasting Corporation's Toronto television station, CBLT, carried a regular course of instruction in spoken English for beginners. The course was designed primarily to serve the needs of new immigrants to Canada living in the Toronto area; as such it marked a significant new development in educational television for adults in this country. It also raised a number of important questions concerning the likely impact of these broadcasts on that section of the public for which they were intended - how many viewers had in fact followed the broadcasts, what types of persons had been attracted, how had they reacted to the various features of the course? To answer these and other questions a special audience study was undertaken. In the report that follows, the findings of this study are preceded by an account of the main features of the course itself and by a brief review of certain relevant background information on the increasing needs of immigrant Canadians for instruction in the English language.

A resume of the study and its main conclusions is provided on pages 53-59.

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# I BACKGROUND

## TRENDS IN CANADIAN IMMIGRATION

The character of Canadian immigration has changed radically in the last twenty years. Before the Second World War it was controlled by a system of preferences designed to preserve the ethnic composition of this country. Countries of immigration were classified according to certain assumptions about their adaptability to the Canadian way of life. The British Commonwealth, France and the United States were assigned preferred status, and qualified preference was given to the other countries of Western Europe. Immigrants from Central and Eastern Europe were admitted only if they had a farming background and expressed an interest in homesteading in Canada. Other parts of Europe, and in fact of the non-English speaking world, were considered unsuitable sources of immigration, though applicants were admitted from time to time by means of Orders in Council.

Such policies may have slowed down the growth of Canada, but at the same time they minimized the country's integration problems. There was also a tendency to direct immigrants with alien linguistic and cultural backgrounds to rural and fringe areas where the pressure to communicate with English-speaking Canadians was less urgent. While agglomerations of non-English speaking persons could be found in certain wards of the large cities of Canada even before the Second World War, their growth was gradual. Most new Canadians from Central and Eastern Europe settled first in the rural parts of the country.

With the Second World War, Canada entered a phase of rapid industrialization which called for an increase in the labour force. After the war, a ready source of manpower could be found in war-torn Central and Eastern Europe with its millions of displaced persons. The restrictive regulation of immigration was therefore relaxed to admit an increased proportion of Slavic and Baltic as well as Western European and German immigrants.

By 1950-51 this source of labour was depleted whereas the expanding economy of Canada still needed manpower - thus the gates were opened for the Southern Europeans and, in more recent years, Italy, Greece and Portugal have become major sources of Canadian immigration. In the winter of 1956-57, about 35,000 Hungarian refugees were admitted over a period of a few months. After 1957, a recession cast its shadows over Canada, greatly reducing immigration. Nevertheless, a steady influx of next-of-kin from the countries of post-war immigration has continued up to the present time. According to the Census of 1961, Canada had by this time 1,302,000 post-war immigrants speaking a variety of languages. The new immigration was predominantly urban in character.[1]

The city of Toronto in particular had undergone a considerable demographic and social transformation as part of its former population moved out into the suburbs to be replaced by new Canadians. By the time of the 1961 Census, 281,900 Toronto residents were of foreign birth and 195,800 of these were post-war immigrants. The proportion of persons whose mother tongue was some language other than English was 35 per cent within the city limits, while in York County (which includes metropolitan Toronto and some of its hinterland) the proportion of such persons was 24 per cent.

## PROVISION FOR ENGLISH-LANGUAGE INSTRUCTION IN TORONTO

In a metropolis, such a situation tends to create considerable communication problems demanding large-scale remedial measures. Over the ten-year period 1952-62 the three levels of government - federal, provincial and municipal - have co-operated in the establishment in Toronto of a system of night and day classes offering English-language instruction in the public schools and in other convenient locations. Some of the associations and churches of the immigrants fell in line and with public support organized their own night classes.

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[1] Only 10 per cent of post-war immigrants gave fishing, logging and mining as their occupations. (Source: 1961 Immigration Statistics, Department of Citizenship and Immigration, Ottawa, 1962.)

It soon became obvious, however, that the classroom approach could not reach all those who needed instruction. There are many reasons for this. One is that some new Canadians are moving from place to place in search of a job, which tends to disrupt their classroom attendance in a particular location. Shift work also may interfere with regular class attendance. Some persons doing heavy physical labour in the daytime are too tired to go out regularly in the evening to receive English instruction. Also, many immigrant housewives with large families and small children are tied to their homes. To these physical difficulties must be added certain emotional barriers to class attendance such as a sense of embarrassment about returning to school as an adult. As a result, many new Canadians receive no formal English instruction whatever, and some of those who do enroll drop out of their classes before they progress very far.

The consequences of all this were apparent in the findings of a survey conducted for the Toronto Public Library in the winter of 1959-60.[1] In the main areas of immigrant concentration in Toronto, exactly two-thirds of a representative sample of non-English speaking immigrants reported that they had never taken any formal English-language instruction. Furthermore, in this survey 46 per cent of those who came to Canada before the Second World War reported that they knew little or no English, whereas among the post-war immigrants this proportion was as high as 57 per cent.

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[1] A. Kapos: A Survey of the Educational Adjustment and Leisure Time Activities of Adult Residents in the West and Central Areas of the City of Toronto, Toronto Public Libraries, 1960.

## II 'LET'S SPEAK ENGLISH' - AN EXPERIMENT IN EDUCATIONAL TELEVISION

Such were the circumstances which led in 1961 to the formation of a committee under the Metropolitan Educational Television Association (M.E.T.A.) of Toronto to consider using television as a medium of English-language instruction for new Canadians. Discussions were held with the Canadian Broadcasting Corporation and in due course the CBC's Toronto television station CBLT undertook to produce an English-language course for new Canadians during the 1961-62 season.[1]

The novel and experimental nature of this series of telecasts will be recognized when it is borne in mind that language courses on television and radio are usually designed to teach a second language to persons who share the same mother tongue. This of course enables the instructor to explain difficult points in the audience's own language. However, the variety of languages spoken in Toronto's foreign language community made it essential to design a television course for beginners in English in which only English was used throughout. After considering several alternatives the so-called 'mimicry-memory' method was chosen, and the authors of a new set of textbooks entitled 'Let's Speak English', which was based on this method, were invited to assist in the preparation of the programs.[1] The title of the textbooks was adopted as the title of the program series itself.[2]

---

[1] The course was planned by a Committee consisting of Mr. A. Knowles of M.E.T.A. (Chairman), Mrs. B.B. Osler, President of 'Canadian Scene', Mr. S. Davidovich, Director of Citizenship, Province of Ontario and Miss Charity L. Grant of the Canadian Citizenship Branch. The CBC was represented by Executive Producer Eric Koch and Program Supervisor David Walker, and the publishing firm, W.J. Gage Ltd., by Mr. Richard Lee. Dr. Andrew Kapos, Senior Research Officer on the Toronto staff of CBC Research and project director of the research study described later in this report, attended the meetings of the Committee as an observer.

Since the mimicry-memory method of language teaching differs considerably from other forms of language teaching, some brief descriptive notes at this point may not be out of place.

- The key element of instruction by this method are basic sentences rather than a vocabulary. The sentences are combined into simple everyday conversations which may be dramatized. Thus, in the first session of the television course, Professor Wevers welcomed Mrs. Fullerton as his guest. They introduced themselves, a chair was offered and accepted, a cigarette was declined - all with appropriate English phrases and gestures. The ringing of a bell cut the little scene and gave occasion for the use of colloquial leave-taking phrases.
- Grammar (or structure as it is called in this course) is also conveyed mainly by means of simple conversation. For example, "Who am I?", "I'm John." "Who are you?", "You're George." "Who is he?", "He's Tony", etc. (See: 'Let's Speak English', Basic Lessons, Vol. I, p. 14.)
- Much time and effort is devoted to familiarizing the foreign learner's ear and tongue with the peculiar rhythms, pitch variations and sounds of the English language. On television the sound qualities of the language were emphasized by the frequent repetition of selected words and phrases and by the instructors urging the viewers to "repeat (these) out loud after me..."

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[1] 'Let's Speak English', a series of texts for the teaching of English as a second language, by Richard H. Robinson, Donald F. Theall, and John W. Wevers of the University of Toronto, published by W.J. Gage Ltd., Toronto, 1961.

[2] The television series 'Let's Speak English' on CBLT-Toronto was produced under the supervision of Executive Producer Eric Koch, by Mrs. Rena Elmer and Eric McCleery. Textbook writer John W. Wevers appeared as chief instructor, assisted by Mrs. Betty Fullerton and Barry Callaghan. Script writers were Professors D.F. Theall and Michael Kaye.

- Extensive use was also made of visual aids such as diagrams, pictures and objects in accordance with the slogan of the method: "Mimic, Memorize, Manipulate".

- Finally, translations of the basic sentences were made available in booklet form to the television students in Danish, Dutch, Finnish, French, German, Greek, Hungarian, Italian, Japanese, Polish, Portuguese, Serbo-Croatian, Spanish, Swedish and Ukrainian.

The first program in the 'Let's Speak English' course was broadcast on October 7, 1961. New material was taught for two half-hour sessions per week on Saturdays and Sundays at 12 noon. In addition, a weekly half-hour recapitulation session was held on Wednesdays at 11:30 a.m. The program continued for a total of 78 sessions over 26 weeks ending in early April 1962.

As already mentioned, Professor John Wevers appeared as the main television teacher. He participated in all conversational situations and taught the drills to be mimicked. Mrs. Betty Fullerton was his usual conversational partner. She also performed as the teacher of a small class of adult students who appeared on the screen from time to time. Whenever a third person was needed, Mr. Barry Callaghan appeared.

The course progressed slowly to meet the needs of beginners; only the first eight of the thirteen chapters of the text 'Basic Lessons, Volume I' were covered during the half-year period. During the first half of the series the stress was on pronunciation, while during the second half structural drills gained prominence. English vocabulary was built slowly and gradually throughout the course with constant stress on the frequently used phrases of everyday conversation.

## III THE AUDIENCE STUDY

### AIMS

The study was designed to provide information in these areas:

> The Size of the Audience: What proportion of the total potential audience did in fact watch some part of the course? What were the approximate numbers involved? How many of those could be described as regular or frequent viewers, how many as casual viewers?
>
> The Composition of the Audience: What type of viewer had been attracted by the broadcasts, what type had not? How proficient were they in English? How much education did they have? How long had they been resident in Canada? Were they undergoing other forms of instruction in English besides that offered by the broadcast? Which native language groups were represented in what proportions, among viewers and non-viewers?
>
> The Audience's Reactions to the Broadcasts: Here we were primarily concerned with eliciting 'feedback' information that would help to indicate what viewers themselves thought of the course. For example, had they found the mimicry-memory procedure difficult - if so, in what way? How helpful had they found the vocabulary exercises? the pronunciation drills? the conversational phrases, the visual aids, and other particular features of the course? Did the 'pace' seem right, or was there an impression of the instruction having been too fast - or too slow? What difficulties if any had they experienced with the accompanying textual material? And, among those who had experienced other forms of English-language instruction, what were felt to be the merits or disadvantages of learning by television?

Information of this kind does not of course in itself provide any indication of the ultimate effectiveness of the course as a teaching tool. A series of instructional broadcasts may succeed in reaching a satisfactorily large audience the members of which may have nothing but praise for what they believe to be the value and effectiveness of the methods of instruction employed. Yet it is conceivable that, in fact, the course may have taught them very little. Contrariwise, students frequently learn a great deal from courses of instruction whose particular merits they fail to recognize.

A study of the instructional effectiveness of the course could have been built into the overall research design. Instead, however, it had been decided that the CBC study should confine itself to surveying the audience and its reactions and that a separate and independent study should be made of the effectiveness of the course as a teaching instrument. This was undertaken by Dr. Rex Wilson, Professor of English at the Royal Military College in Kingston in collaboration with Mr. Steven Davidovich, Director of Citizenship for the Province of Ontario. Inquiries as to the outcome of this project should be directed to Professor Wilson.

While the scope of the present project is thus limited it has, nonetheless, been our experience that, in studies of this kind, when those who have been exposed to a course of instructional broadcasts are given the opportunity to express their own reactions to it, this often provides valuable diagnostic indications of the strong and weak points of the methods of instruction used - information that frequently contributes to more effective program planning in the field of educational television generally. In any event, whatever might have been desirable, it was not possible to extend the scope of this study beyond its present defined limits.

## DESIGN

A description of the sampling procedure and other aspects of the research design are provided in Appendix A. Here briefly are the essential features of the study.

Phase 1: Sample survey: First, a large sample survey was carried out which involved calling, by telephone, on some 10,000 households in the Toronto area. This served to obtain information on the linguistic characteristics of these households and specifically to identify those in which the language usually spoken was not English. In the total population, households falling into this category, with TV sets, constituted the target audience for the broadcasts. In the survey, 1171 such households were contacted and from each of these one person over the age of 17 was randomly selected and identified for interviewing the following week - the second last week of the series' 26-week run.

Phase 2: Qualified respondents: Interviews were successfully completed with 1026 of these 1171 'qualified respondents'. These interviews provided the audience-size estimates and projections reported in the following pages. They also provided descriptive data on certain characteristics of the 'Let's Speak English' audience - their language background, proficiency in English, level of education, and other characteristics referred to earlier.

Phase 3: 'Serious students': While the sample survey approach proved reasonably adequate for the purposes so far described, a more intensive probe was required to elicit viewers' reactions to the various features of the course. A separate study was therefore undertaken of a group of viewers who could be regarded, according to certain defined criteria, as 'serious students' - persons who had involved themselves more deeply in the course than most viewers and could therefore be expected to have more considered views on its merits and defects. In fact, these 'serious students' were drawn from two main sources - first, from among those persons who had spontaneously written to the CBC asking for information or commenting on the 'Let's Speak English' course; and second, from those persons who had purchased the published textbooks for the course.

This part of the study was first pre-tested by means of personal in-home interviews with about a hundred of these 'serious students', selected to represent the main language groups and levels of education known to be involved. This led to the construction of a questionnaire which formed the basis of telephone interviews with 'serious students' resident within the metropolitan Toronto area, and which was sent by mail to those who lived further afield. The sum total of these interviews completed in the home, over the telephone, and by mail - 368 interviews in all - provide the source data for most of our present knowledge about the reactions of the 'Let's Speak English' audience to the course of instruction that was offered them.

**The great bulk of the interviewing in this study was conducted by the field staff of Associated Marketing Services Limited, a division of the Toronto-based market research company Market Facts of Canada Ltd. They are due the highest credit for their flexibility in meeting our specification that interviews should wherever possible be carried out in the language normally spoken by the respondent. In the event, interviews were conducted in no less than 14 different languages.**

**Copies of the several questionnaires used are included in Appendix C.**

## IV THE SIZE OF THE AUDIENCE

As already indicated, the primary target audience for this series of broadcasts - those persons who could reasonably be regarded as potential viewers - was defined as that section of the total population aged 17 years or over, living in metropolitan Toronto, whose usual language of conversation at home was not English but some other language.

### THE AUDIENCE IN METRO TORONTO

As TABLE 1 shows, at the time of the survey, during the last few weeks of this six-month course, some 17 per cent of these potential viewers were patronizing the broadcasts with some degree of frequency - either regularly every week (7 per cent) or frequently though not as often as once a week (10 per cent). Henceforth we shall refer to this accumulation of regular and frequent viewers of the course as 'persistent viewers'. In the metro Toronto area it is estimated that they number some 24,000 persons.[1]

Another 18 per cent of those potential viewers indicated that they had at one time watched the course but no longer did so, or that they still watched a broadcast now and then, but only very infrequently and with no degree of regularity. We have designated these as 'casual viewers'. Added to the regular and frequent viewers - i.e. the persistent viewers - they make a total of 35 per cent of the potential audience - an estimated 49,000 persons in the Toronto metropolitan area - who reported exposing themselves

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[1] We might of course have chosen to define the potential audience to 'Let's Speak English' in more conservative terms, limiting it, for example, to that section of the non-English speaking adult population 'who felt themselves to be in need of elementary instruction in the English language'. The proportion of this target audience qualifying as regular or frequent viewers of 'Let's Speak English' would then certainly have been much higher than the 17 per cent figure noted above. Such a definition was rejected however on account of its necessarily heavy dependence on momentary and subjective judgments.

## TABLE 1

### THE SIZE OF THE 'LET'S SPEAK ENGLISH' AUDIENCE IN METROPOLITAN TORONTO ESTIMATED DURING THE SECOND-LAST WEEK OF THE SERIES' SIX-MONTH RUN[1]

| | Base for percentages: Number of qualified respondents interviewed in 'target audience' households, as defined | | Designation |
|---|---|---|---|
| | 1026 | | |
| | % (weighted) | | |
| Frequency of watching 'Let's Speak English' over the past 6 months | | | |
| Regularly, at least once a week | 7 | 17 | 'Persistent viewers' |
| Frequently, but less than once a week | 10 | | |
| Irregularly, only now and then, a few times, don't watch at all now | 18 | | 'Casual viewers' |
| Have never watched at any time | 65 | | 'Non-viewers' |
| TOTALS | 100 | | |
| 'Let's Speak English' audience during week of survey | | | |
| i.e., during second-last week of series' 26-week run | 16 | | |

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[1] This table is the simplified end-product of a fairly complex series of statistical calcul application of appropriate statistical 'weighting' formulae to the basic data. Details a

## TABLE 1

## SIZE OF THE 'LET'S SPEAK ENGLISH' AUDIENCE IN METROPOLITAN TORONTO, IMATED DURING THE SECOND-LAST WEEK OF THE SERIES' SIX-MONTH RUN[1]

| | Base for percentages: Number of qualified respondents interviewed in 'target audience' households, as defined<br>1026 | Designation | Estimated numbers of viewers in metropolitan Toronto in each of these categories |
|---|---|---|---|
| | %<br>(weighted) | | N |
| et's Speak<br>months | | | |
| ce a week | 7 | | |
| | 17 | 'Persistent viewers' | 24.000 |
| han once a week | 10 | | |
| and then, a few<br>t all now | 18 | 'Casual viewers' | 25.000 |
| any time | 65 | 'Non-viewers' | 92,000 |
| | 100 | | 141,000 |
| udience | | | |
| st week<br>n | 16 | | 23,000 |

---

[1] ified end-product of a fairly complex series of statistical calculations necessitated by the ate statistical 'weighting' formulae to the basic data. Details are provided in Appendix A.

to the course at some time during its six-month run. The remaining 65 per cent of the target audience as defined - an estimated 92,000 persons in metro Toronto - were non-viewers; they had never seen any part of the series.

The other audience measure included in TABLE 1 (lower section) relates to the proportion of potential viewers who had watched any of the 'Let's Speak English' broadcasts during the week of the survey - 16 per cent, which projects to some 23,000 persons in metro Toronto. Thus it would seem that the average weekly audience to the course during these last few weeks of its run approximates closely to the number of viewers who, throughout the whole six-month period, had remained fairly persistent, regular viewers. It is of course well known that almost all non-credit adult instructional courses of several months' duration tend gradually to lose a large part of their initial registration and 'Let's Speak English' is presumably no exception in this respect. It is therefore a safe assumption that, earlier in its run, the course had a bigger average weekly audience than the 23,000 viewers who watched during the survey week.

## THE AUDIENCE OUTSIDE METRO TORONTO

These audience estimates in TABLE 1 refer only to the audience for 'Let's Speak English' within the limits of metropolitan Toronto where the survey was undertaken. The signal of TV station CBLT which carried the programs extends, however, well outside this area, covering a territory from St. Catharines in the west to some way past Oshawa in the east. Available population data indicate that the proportion of non-English speaking immigrants in that part of CBLT's total coverage area which lies outside of the metropolitan Toronto city limits is almost as great as it is within the city. Other information, however, including the relative weight of audience mail, tends to indicate that audiences to 'Let's Speak English' were considerably smaller in these outlying areas - no more than about half the size of the audiences within metro Toronto. Hence, on the basis of the TABLE 1 figures, this means that throughout CBLT's entire coverage area, in metro Toronto plus environs, probably about

70 to 80,000 persons watched some part of the series and that, of these, a little over 35,000 were probably persistent viewers who watched either regularly or frequently.

## DAY AUDIENCES

As noted earlier the program ran three days a week - from 12 noon to 12:30 p.m. on Saturdays and Sundays when new material was presented, and on Wednesdays from 11:30 a.m. to 12 noon, a recapitulation period.

As TABLE 2 shows, the most popular viewing day was Sunday, with the Saturday broadcast attracting a rather smaller audience. Specially to be noted is the fact that, during the survey week, there was relatively little overlap between the Sunday and Saturday audiences, few viewers having watched both sessions - this despite the fact that new material was introduced on both these days. This suggests that, by the time the course was nearing its conclusion, relatively few people were willing or able to watch on both these days.

It was perhaps to be expected that the Wednesday recapitulation period should draw a smaller audience than either of the other two broadcasts during the week. The fact, however, that relatively so few Saturday or Sunday viewers were able, or felt it necessary, to watch the Wednesday session must inevitably cast some doubt on the value of this recapitulation period, scheduled as it was in mid-week at that particular time.

Indeed, the more closely one examines the viewing habits of the 'Let's Speak English' audience, the more apparent is it that a schedule which requires viewers to watch as frequently as this - three days a week, on these particular days, at these times, over a 26-week period - is one that many people find just too demanding. This is not to say that the majority of viewers who watched less frequently than the full schedule demanded derived little or no benefit from the course. As we shall see presently, this is not

## TABLE 2

### RELATIVE SIZE OF AUDIENCE TO 'LET'S SPEAK ENGLISH' ON SATURDAY AND SUNDAY AT 12 NOON TO 12:30 PM WHEN NEW MATERIAL PRESENTED, AND ON WEDNESDAY AT 11:30 AM TO 12 NOON, THE RECAPITULATION PERIOD

| | Per cent (weighted) |
|---|---|
| Watched: | |
| One day only | 82 |
| Two days | 12 |
| Three days | 6 |
| Watched on: | |
| Sunday | 70 |
| Saturday | 41 |
| Wednesday | 12 |
| Saturday and Sunday | 9 |
| Base for percentages: number of respondents watching on any of the three days during the survey week | (161) |

## TABLE 3

## EXTENT TO WHICH VIEWERS OF 'LET'S SPEAK ENGLISH' WATCHED ALONE OR WITH OTHERS

| | Per cent (weighted) |
|---|---|
| On last occasion | |
| Watched alone | 37 |
| Watched in company of others | 63 |
| TOTAL | 100 |
| The viewing group included* | |
| Self and spouse | 40 |
| Self and other adult member of the family | 21 |
| Self and children | 24 |
| Self and other adults (not members of the family) | 2 |
| Base for percentages: number of respondents who had ever watched, regularly or casually, and who provided information in response to this question | (334) |
| No information | 23 |

*These percentages total more than 63 per cent since groups are not mutually exclusive.

so - many did in fact feel they had benefited greatly. However, it is a fact, and it should be recognized, that relatively few people who followed this course were able to watch as often as the schedule required, and since this was true not only of casual viewers but even of most of those who watched regularly every week, the implication is that, in future courses of this kind, a somewhat less demanding timetable would allow more people to follow the course lesson by lesson, which few were able to do here. (We shall return to this subject of irregularity of viewing in a later section of the report.[1])

## INDIVIDUAL AND GROUP VIEWING

Respondents were asked, of the last occasion they had watched the program, whether they had watched it alone or in company with others. The indications are that, in just over a third of all cases, 'Let's Speak English' was watched by an unaccompanied viewer; in just under two-thirds of viewing households two or more persons watched together. The overall average number of adult viewers per viewing household was 2.4 but in a few cases as many as 8 adults were reported as constituting the audience for the broadcast. Information on the composition of these household audiences is provided in TABLE 3.

Further analysis of frequency of viewing within viewing groups of different sizes produced an unexpected and, it would seem, important finding: this is that those students of the course who viewed together tended to be more regular in their 'attendance' than those who viewed alone and that, up to a point, the larger the viewing group, the greater the tendency for each person in that group to be a regular or frequent rather than merely a casual viewer. See TABLE 3A.

This is consistent with the general psychological thesis that working together in a group tends to increase motivation and to stimulate in other ways the performance of somewhat tedious learning tasks. In the present context, one thinks immediately of the possible advantages, in pre-broadcast publicity, of encouraging potential students of a course of this kind to form small study groups, wherever possible, rather than watch on their own.

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[1] Section VI, pp. 45-47.

## TABLE 3A

## THE RELATIONSHIP BETWEEN FREQUENCY OF WATCHING 'LET'S SPEAK ENGLISH' AND DIFFERENT SIZES OF VIEWING GROUPS

| Frequency of watching 'Let's Speak English' over the past 6 months | Watched... | | | |
|---|---|---|---|---|
| | Alone | In company of 1 other person | In company of more than 1 other person | Total |
| | % | % | % | % |
| '_Regularly_', at least once a week | 11 | 25 | 31 | 20 |
| '_Frequently_', but less than once a week | 21 | 23 | 27 | 23 |
| '_Casually_', only now and then, a few times, now not at all | 68 | 52 | 42 | 57 |
| | 100 | 100 | 100 | 100 |
| Base for percentages: Number of respondents who watched the course at all over past 6 months | (130) | ( 93) | (116) | (339) |
| Distribution of these groups in the target population | 11% | 9% | 13% | 33%* |

*The remainder of respondents within the target population consisted of 65 per cent of non-viewers and 2 per cent who failed to indicate whether they watched alone or in the company of others.

## AWARENESS OF THE COURSE

It is relevant to the foregoing estimates of the size of the 'Let's Speak English' audience to note that many non-viewers of the course had never heard of it - even toward the end of its 26-week run. In fact, at this time, only 44 per cent of all the non-English speaking adults interviewed - those representing the total potential audience - had heard about 'Let's Speak English'. The remaining 56 per cent had never heard of the course prior to being asked about it in the survey - even though by this time the series had been running for 25 weeks, three days a week. And of the 44 per cent who were aware of the course by the time the survey took place, only 18 per cent said they had known about it right from the beginning, from the time the series first started six months earlier - the others had only found out about it later (TABLE 4).

What this does of course is to provide something of a new background against which to judge 'Let's Speak English' performance. It is one thing to say, as was said earlier in this chapter, that only 35 per cent of the potential audience saw any part of the series during its 26-week run, and that by the end of this period only 16 per cent of this potential audience were watching in the course of an average week. However, if we relate these figures not to the total potential audience but only to that section of the potential audience who had heard of the course, we reach the somewhat more encouraging conclusion that, toward the end of the series' 26-week run: (1) no less than 80 per cent - 4 out of every 5 - of those members of the target audience who had heard about the course had spent some time watching it, and (2) just under 40 per cent of these informed viewers were 'persistent viewers' who were still following the course with some degree of regularity. This new perspective in no way alters the estimates given in TABLE 1 of actual numbers of viewers reached; it does however indicate that, among those who were aware of the course's availability, the proportions of viewers who chose to watch, with varying degrees of frequency, were fairly substantial.

## TABLE 4

### DEGREE OF AWARENESS OF 'LET'S SPEAK ENGLISH' AMONG POTENTIAL VIEWERS OF THE SERIES

| | Per cent (weighted) |
|---|---|
| During the survey week, second last week of the series' 26-week run | |
| Had heard of 'Let's Speak English', knew about it | 44 |
| Had never heard of it, knew nothing about it | 56 |
| | 100 |
| Reported that they had heard of the course when it first started | 18 |
| Reported that they had only heard about the course, became aware of it, after the series had started | 23 |
| Could not recall when they had first heard of it | 3 |
| | 44 |
| Base for percentages: Number of qualified respondents in total sample - before weighting[1] | 1026 |

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[1] See reference to weighting of data in Appendix A, Sampling Procedure, pages 61-64.

It is beyond the scope of this report to say whether the means adopted to publicize 'Let's Speak English' could have been any more effective than they were. The program had fairly heavy initial promotion on CBLT, and advertisements and promotional features were carried in the Toronto daily press and in the various foreign-language newspapers read by New Canadians. Additionally, thousands of publicity folders in several languages were distributed through schools, libraries, churches, clubs and ethnic organizations.

The fact that even as concerted a campaign as this apparently failed to inform so large a proportion of the non-English speaking population at which it was aimed emphasizes just how difficult it is to establish adequate pre-broadcast communication with minority groups of this kind, relatively cut off as they are by language from the mainstream of the community. Finding adequate ways and means of bridging this gap presents a formidable challenge to those responsible for the publicizing of television courses of this kind.

So much, then, for the size of the 'Let's Speak English' audience. In the section that follows we shall examine its composition. Who watched? And what particular characteristics, if any, distinguish those who watched often from those who watched only infrequently and from those who did not watch at all?

## V THE CHARACTERISTICS OF THOSE WHO VIEWED

In the previous chapter we made the distinction between what we called persistent viewers and casual viewers of the 'Let's Speak English' series. Persistent viewers (who we found constituted 17 per cent of the target population) were those who watched the course regularly or who persevered with the programs even though they missed some of the lessons; casual viewers (another 18 per cent) were those who watched only now and again or who may have watched regularly at one time but had given up by the time the survey took place - by the second-last week of the 26 weeks of the full course. In this section of the report we shall examine certain characteristics of these two audience groups, and of that remaining section (65 per cent) of the target audience which did not watch at all. By so doing we would hope to detect certain relationships between the nature and content of the course on the one hand, and the character of the audience on the other, which may suggest particular strengths or weaknesses in the appeal of a series designed to cater for so heterogenous an audience.

The audience characteristics examined are: (1) fluency in English, (2) level of formal education, (3) period of residence in Canada, (4) attendance at other courses of instruction in English, (5) language background, (6) area of residence in Toronto, (7) age and (8) sex.

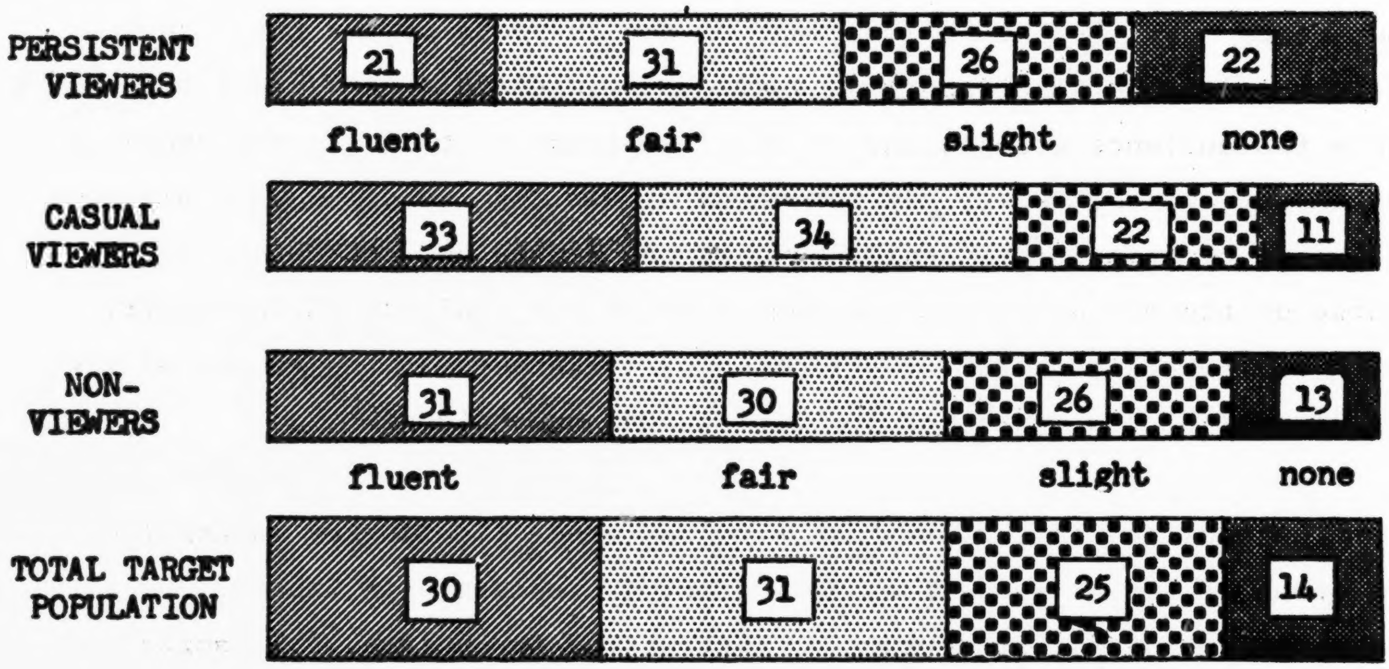
## FLUENCY IN ENGLISH

In FIGURE 1, and in those other sets of graphs provided in this section of the report, the lower broad bar in each case indicates the distribution of the relevant variable in the total target population - i.e. among all adults over the age of 17 living in metropolitan Toronto whose usual language of conversation at home is not English. The remaining bar graphs compare persistent, casual and non-viewers of 'Let's Speak English' in the same terms.[1]

As FIGURE 1 indicates, 'Let's Speak English' seems to have had a special appeal to those who needed it most, the general level of proficiency in English being significantly lower among those who persisted with the course than among those who watched only casually or did not watch at all.[2]

FIGURE 1

FLUENCY IN ENGLISH



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[1] So as not to overload these graphs with detail, the numbers of interviews on which these percentages are based have been omitted. These are: persistent viewers 161, casual viewers 194, non-viewers 671, making a total of 1026 - less a few respondents who, in response to certain questions, failed to provide the necessary information. The calculations have been subjected to a 'weighting' procedure already mentioned, and described in detail in Appendix A. As noted in the previous section persistent viewers constitute 17 per cent of the total target population, casual viewers 18 per cent, and non-viewers the remaining 65 per cent.

[2] See Appendix A, page 63 for a note on the statistical procedure adopted throughout this study in determining the significance or non-significance of differences between sub-groups of the total sample. In brief, a difference is regarded as significant if there is less than a 5 per cent probability of it having occurred by chance.

Nonetheless, it is a fact that, among these non-viewers who made up the large 65 per cent majority section of the total potential audience, almost 40 per cent had no more than a slight proficiency in spoken English. In metro Toronto alone some 36,000 non-viewers fell into this category of having little or no fluency in English compared with only some 12,000 in the persistent viewer group. Whether due to lack of awareness of the series, or lack of interest in it, it seems unfortunate that so many people with so little knowledge of English, most of whom could probably have derived some benefit from the course, should in fact have remained unexposed to it.[1]

It may be of general interest to educationalists to note the implications of the figures in the lower bar of FIGURE 1. These are that, of an estimated 141,000 adult residents in metropolitan Toronto whose usual language of conversation at home is not English, as many as 58,000 (just under 40 per cent) have little or no proficiency in spoken English.

## LEVEL OF FORMAL EDUCATION

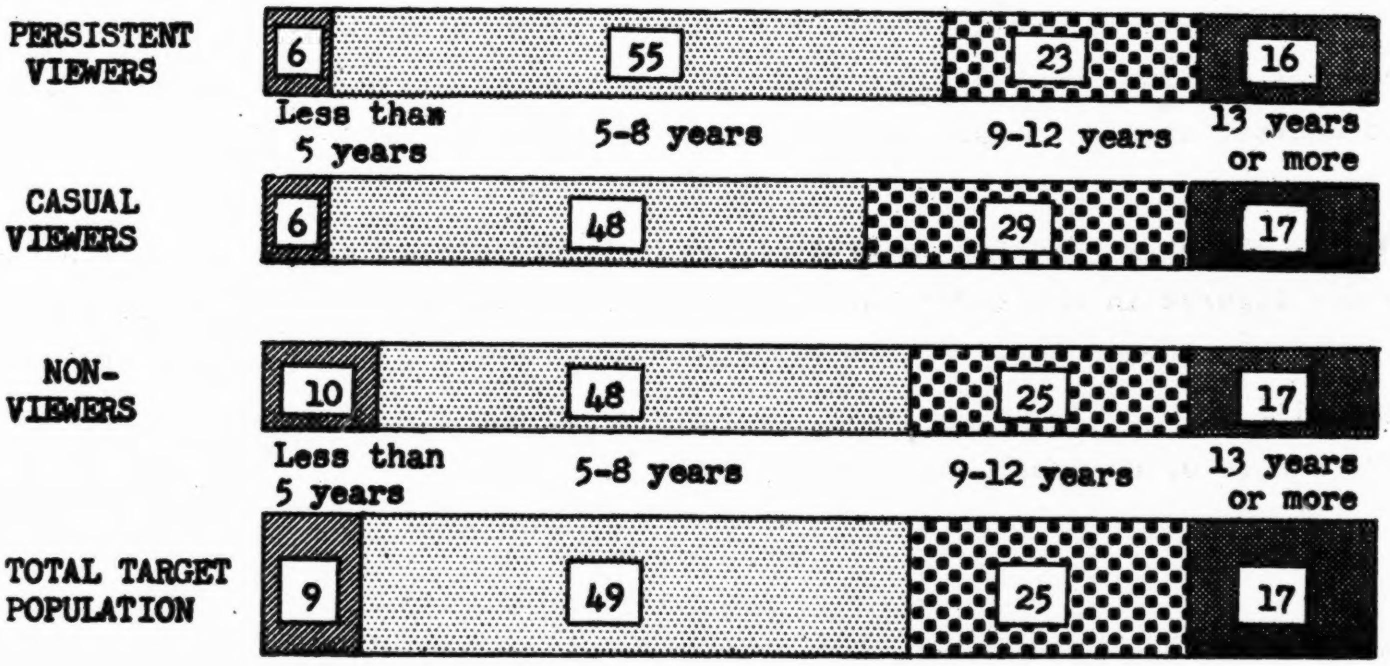
It is the general experience of adult educators that their offerings tend to attract persons with an above-average degree of formal education. In this case, however, those persons who watched the 'Let's Speak English' series, either persistently or casually, proved to be a fairly representative cross-section, educationally, of the total target population. As FIGURE 2 shows, about 60 per cent of both viewers and non-viewers had less than eight years of formal schooling; about 17 per cent of both groups had attended school for more than twelve years. Such numerical differences as did emerge between viewers and non-viewers, and between the persistent and casual viewing groups, are statistically insignificant and could have occurred by chance.

---

[1] 'Fluent' here signifies an ability to get one's ideas across fluently and easily; 'fair' implies that this can usually be achieved but not always and not too easily; 'slight' implies the ability to engage only in simple conversation; 'none' signifies the inability to communicate in English at all. These are all self-ratings, judgments made by the respondents themselves on their own proficiency in English; as such they are essentially relative. Just how fluent were those persons who described themselves as 'fluent' we do not know. The interviewer was encouraged to elaborate the meaning of the terms used in the questioning, but it was the respondent himself who rated his proficiency.

FIGURE 2

LEVEL OF FORMAL EDUCATION



There is certainly no indication from this that lack of formal education acted as a deterrent to viewing in the first place, or that it was a crucial factor in determining whether a person stayed with the course or watched only casually. Often, in adult educational courses, this is an important determinant, not merely of initial recruitment but of subsequent 'staying power'. The fact that this proved not to be so here is particularly noteworthy.

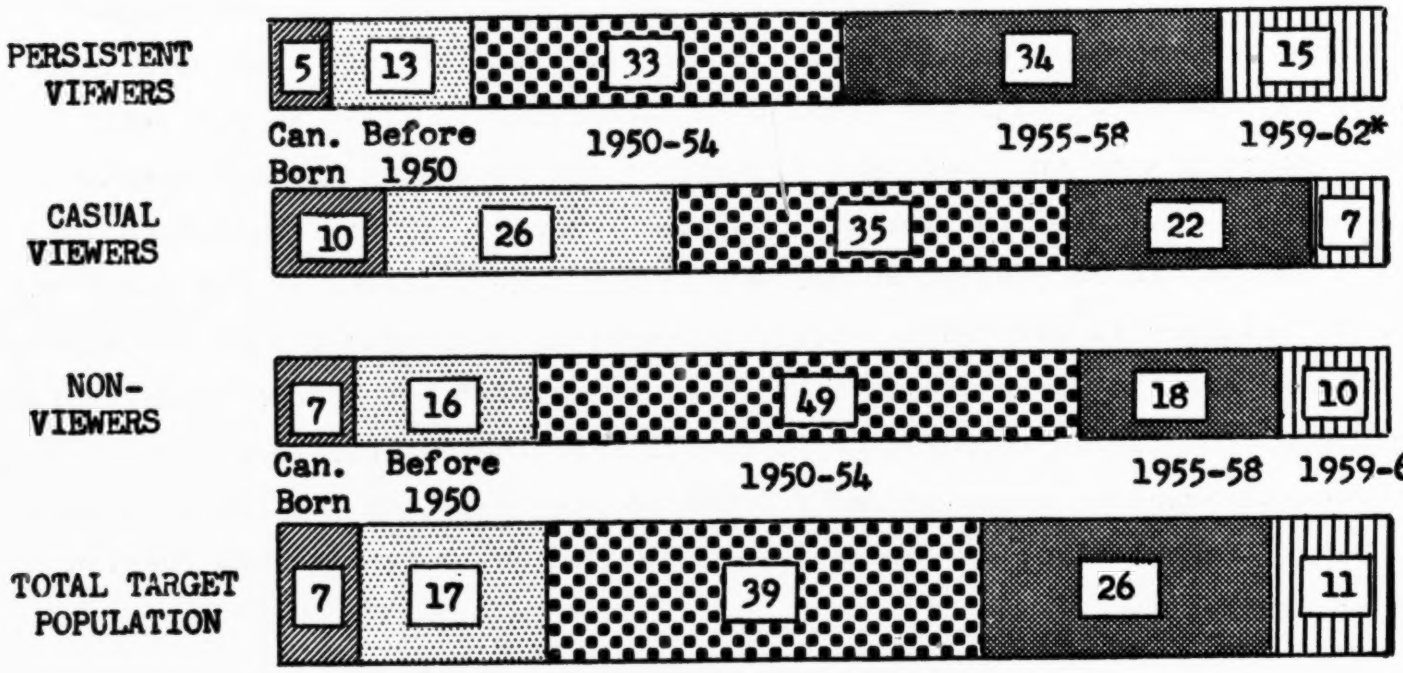
Here again, the overall picture should be of general interest to educationalists - namely, that in this section of the adult population of metropolitan Toronto, consisting of those whose usual language of communication is not English, no more than about 15 per cent had completed high school; the corresponding figure for all English-speaking adults in Canada is 33 per cent.[1]

## PERIOD OF RESIDENCE IN CANADA

It had been our assumption that those non-English speakers who had come to Canada in recent years were more likely to feel the need of instruction in English than those who had lived in the country for a longer time. The situation depicted in FIGURE 3 confirms this. A much higher proportion of persistent viewers (49 per cent) than of casual or non-viewers (29 and 28 per cent respectively) were recent immigrants who had come in since 1956. However, more than half of all persistent viewers had been in Canada longer than this and as many as 18 per cent of them were either pre-1950 immigrants or were Canadian-

FIGURE 3

YEAR OF ARRIVAL IN CANADA



*Up to April '62.

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[1] Derived from data obtained in a 4400-interview national sample survey, reported in 'What the Canadian Public Thinks of the CBC', CBC Research, Ottawa, June 1963.

born, so that the appeal of 'Let's Speak English' was by no means confined to the recent immigrant section of the non-English speaking population. What would seem to have happened, however, is that while many long-time immigrants who had entered Canada before 1950 were attracted to the course in the first place (well over half of all pre-1950 non-English speaking immigrants watched at least some of the broadcasts) a relatively high proportion of these remained casual viewers and did not stay the whole course; by contrast it was the more recent immigrants who, once they had been attracted in the first place, were much more likely to stay with the course to the end.[1]

## LANGUAGE BACKGROUND

Altogether over 30 different native languages were represented among respondents in the survey. Their distribution among persistent, casual and non-viewers of the series is shown in TABLE 5.

As the figures in the extreme right-hand column show, the two biggest foreign language speaking groups in Toronto are the Italians, who constitute a third of the total, and the Germans who contribute another 16 per cent. Other groups making up 4 per cent or more of the total non-English speaking population of metropolitan Toronto are the Ukrainians (7 per cent of the total), Polish (6 per cent), Hungarians (5 per cent), Greeks (4 per cent) and French Canadians (4 per cent). Other substantial composite groups of language 'families' are the 'Other Germanic' group, comprising Dutch, the Scandinavian languages and Yiddish (8 per cent of the total), the 'Baltic' group, including Latvian, Lithuanian, Estonian and Finnish (6 per cent) and the 'Other Slavic' languages, Yugoslavian, Czechoslovakian, Macedonian, Bulgarian and Russian (6 per cent).

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[1] The basis for this conclusion is a knowledge of the proportion of immigrants with varying periods of residence in Canada, who became persistent, casual or non-viewers of 'Let's Speak English'. These proportions, not shown above, are readily calculable from available data and are set out in Appendix B together with corresponding figures for other segments of the total potential audience. Essentially what these figures provide are indications of the extent to which 'Let's Speak English' penetrates into segments of the population which differ in various ways - by recency of immigration, education, native language, etc. (See Appendix B, TABLES 10-17.)

## TABLE 5

## LANGUAGE BACKGROUND OF VIEWERS AND NON-VIEWERS OF 'LET'S SPEAK ENGLISH' IN METROPOLITAN TORONTO

| | Persistent Viewers<br>17% | Casual Viewers<br>18% | Total Viewers<br>35% | Non-Viewers<br>65% | Total Target Population<br>100% |
|---|---|---|---|---|---|
| | Per cent (weighted) | Per cent (weighted) | Per cent (weighted) | Per cent (weighted) | Per cent (weighted) |
| Italian | 37 | 18 | 27 | 36 | 33 |
| German | 10 | 14 | 12 | 18 | 16 |
| Other Germanic (Dutch, Swedish, Yiddish, Danish, Norwegian) | 1 | 9 | 5 | 10 | 8 |
| Ukrainian | 3 | 14 | 9 | 6 | 7 |
| Polish | 4 | 11 | 8 | 5 | 6 |
| Baltic (Latvian, Lithuanian, Finnish, Estonian | 5 | 8 | 6 | 6 | 6 |
| Hungarian | 14 | 3 | 8 | 3 | 5 |
| Other Slavic (Yugoslavian, Czechoslovakian, Macedonian, Bulgarian, Russian) | 7 | 7 | 7 | 5 | 6 |
| Greek | 11 | 3 | 8 | 3 | 4 |
| French (Canadian) | 3 | 8 | 6 | 3 | 4 |
| Other Romance (Spanish, Portuguese, Romanian) | 1 | 3 | 1 | 2 | 2 |
| Other (Chinese, Japanese, Maltese, one African tribal language, unidentified) | 4 | 2 | 3 | 3 | 3 |
| TOTALS | 100 | 100 | 100 | 100 | 100 |
| Base: Total number of interviews with qualified respondents | (161) | (194) | (355) | (671) | (1026) |

What of the exposure of these various groups to 'Let's Speak English'? Comparing first non-viewers with those who had ever watched any part of the series, the most notable facts are that the two largest groups in the total non-English speaking population, the Italians and the Germans, are significantly under-represented among that section of the population who ever watched 'Let's Speak English'. Thus, 27 per cent of viewers usually spoke Italian at home as against 36 per cent of non-viewers, and 12 per cent of viewers usually spoke German at home compared with 18 per cent of non-viewers. In contrast, almost all other foreign-speaking groups (aside from the small 'other Germanic' group) tended to be more heavily represented among viewers than among non-viewers.

The more important differences, however, emerge when persistent viewers - those who followed through on the course - are compared with those who watched only casually. Whereas the majority of German speakers who watched the course proved to be casual viewers, the great majority of Italian-speaking viewers were persistent viewers who, having watched the course once, remained to become regular or at least frequent viewers. This was true also of Hungarian and Greek-speaking viewers. In each of these groups, as in the case of the Italians, those who were attracted to the course at all tended to persist and follow through rather than become merely casual viewers as did the members of those other language groups listed in TABLE 5. As a consequence of all this, Italian, Hungarian, Greek and German-speaking viewers were the largest language groups among the persistent viewers of 'Let's Speak English', together accounting for almost three-quarters of all persistent viewers.

It is tempting, though perhaps unwise, to try to provide simple explanations for these varying degrees of self-exposure to the course among persons of different language background. The fact that so many Italian-speaking and Hungarian-speaking persons who watched the series at all became persistent viewers may reflect the relationship, which we have already noted, between persistency of viewing and recency of immigration. Both Italians and Hungarians have high rates of recent immigration into Canada in contrast with the Slavic-language people whose rate of immigration in recent years has been low, and there is indeed evidence that the more recent immigrants have the greater motivation to learn English. However, there are almost certainly other motivating factors involved, not all of which are readily apparent. There is, for example, some evidence which we shall discuss more fully later in this report, that the approach of the 'Let's Speak English' course struck some German-speaking viewers as too elementary. This proved to be true also of viewers whose native tongue was a related language such as Dutch, Danish or Swedish. The indications are that this may have been because many of these North Europeans had already been exposed to some English in the course of their formal education.

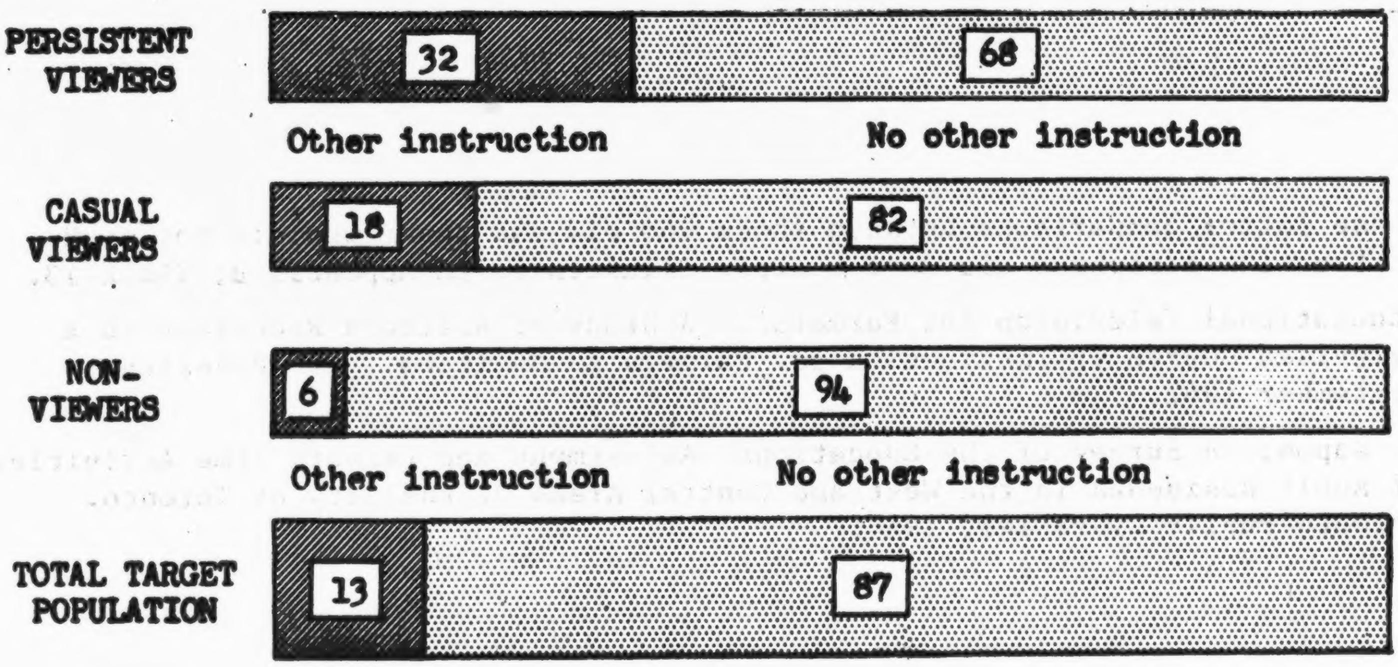
## ATTENDANCE AT OTHER COURSES OF INSTRUCTION IN ENGLISH

All those interviewed, whether they had watched 'Let's Speak English' or not, were asked if they had obtained any (other) instruction in the English language over the past winter. Of the total target population, the non-English speaking adult population of metro Toronto, some 13 per cent indicated that they had - most of them through attendance at evening classes, a few by private tuition.

As FIGURE 4 shows, this relatively small minority who had been having instruction elsewhere were much more heavily represented among viewers of

FIGURE 4

ATTENDANCE AT OTHER COURSES OF INSTRUCTION IN ENGLISH



'Let's Speak English' than among non-viewers, and much more heavily represented among persistent than among casual viewers. Or, to put it another way: a person who had sought instruction in English elsewhere was much more likely to watch 'Let's Speak English' than a person who had not obtained instruction elsewhere, and if he did watch the series he was much more likely to become a persistent viewer than a casual viewer. On the other hand, persons who had not sought instruction in English elsewhere were much more likely to be non-viewers of 'Let's Speak English', and if they did choose to watch the program they tended to become casual rather than persistent viewers.[1]

Readers acquainted with the motives which impel people to seek further education will recognize the familiar relationship here - additional instruction tends to appeal most to those who are interested enough to have already taken steps to instruct themselves. So it was in a recent study we conducted of the appeal of instructional television to Manitoba farmers: those farmers who had already benefited from the Provincial Department of Agriculture's extension courses tended to be more readily attracted to the television course of instruction than those who had never attended an extension course session.[2] So also in the study of leisure activity in Toronto noted earlier: persons who had home libraries of some substance tended to be much heavier users of the Toronto Public Library than those who had few or no books at home.[3]

In itself, of course, this correlation is hardly surprising; what is of much greater importance (as it was in the farm study just referred to) is the ability of the televised instruction, in this case the 'Let's Speak English' course, to reach so many persons who had not seen fit, or who had been unable, to avail themselves of any other form of instruction in the subject. As the Appendix B figures indicate, no less than 30 per cent of this 'no other instruction' group watched some part of the 'Let's Speak English' series, 13 per cent becoming persistent viewers. These percentages represent some 16,000 persistent viewers and an additional 21,000 casual viewers in the Toronto metro area alone. To this extent 'Let's Speak English' can hardly be said merely to have been 'preaching to the converted'.

---

[1] These latter comparisons between those who did and those who did not seek instruction elsewhere are more sharply illustrated in Appendix B, TABLE 13.

[2] 'Educational Television for Farmers': A Study of Audience Reactions to a Televised Course of Instruction for Farmers in Manitoba. CBC Research, September 1962.

[3] A. Kapos: A Survey of the Educational Adjustment and Leisure Time Activities of Adult Residents in the West and Central Areas of the City of Toronto. Toronto Public Libraries, 1960.

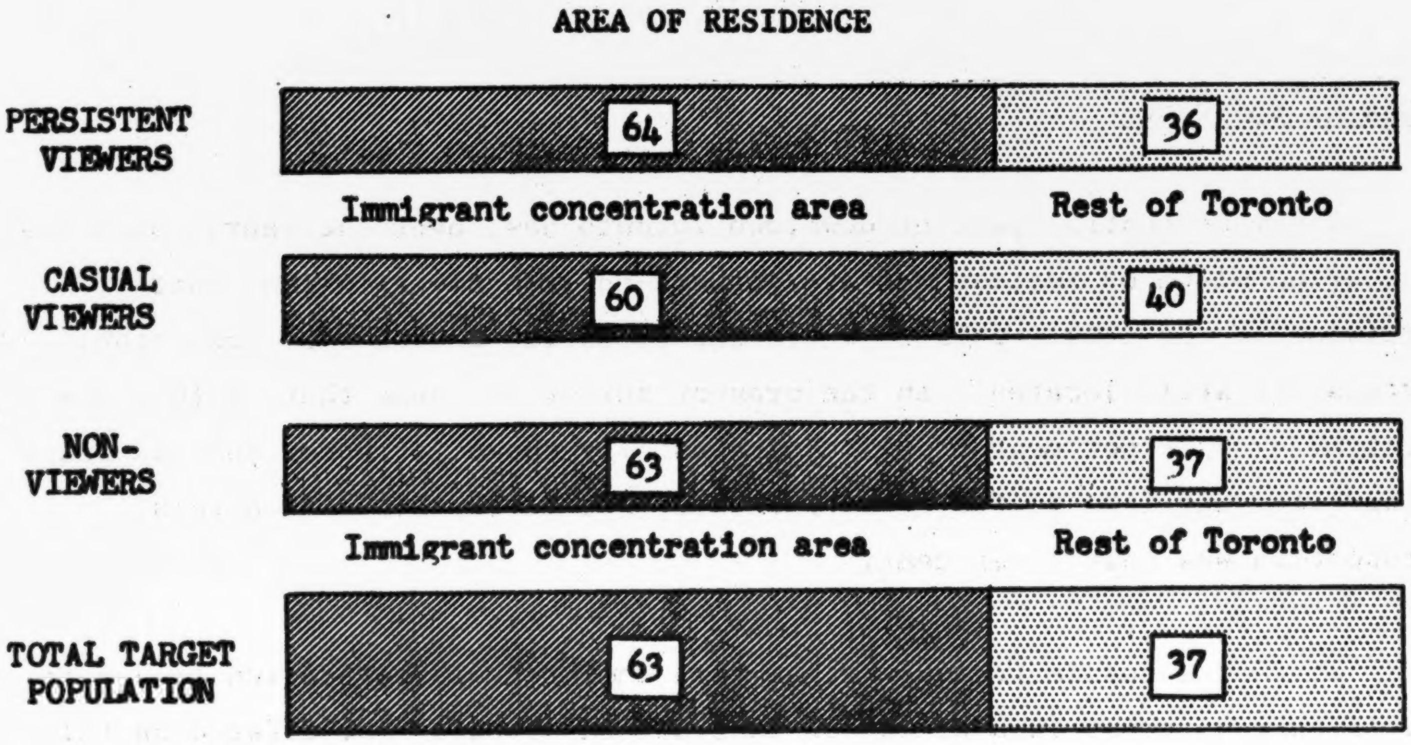
## AREA OF RESIDENCE

The west-central part of downtown Toronto has, over the years, been the gathering place of successive waves of non-English speaking immigrants arriving in the city. This is where the halls and churches of most ethnic groups are still located. In the present survey we found that in this west-central area 24 per cent of all adults usually spoke, at home, some language other than English; in the rest of the Toronto metropolitan area this proportion was only 8 per cent.

It is reasonable to ask whether this immigrant concentration tended to facilitate interest in a course of instruction of this kind offered on television. Did news about the course get around more easily in an area where so many non-English speaking people were concentrated? Or, on the contrary, was there relatively greater interest in the course in those areas where immigrants were less tightly concentrated and where the opportunities for contact with English-speaking neighbours and work associates might tend to stimulate special interest in learning English?

**In fact neither of these hypotheses was confirmed by the findings. As FIGURE 5 shows, those of our respondents resident in the west-central area of immigrant concentration in Toronto, who numbered some 63 per cent of the total target population, were almost equally represented among viewers and non-viewers and the slight difference between persistent and casual viewers is barely significant. It would thus appear that, in the case of this particular course of instruction, a potential viewer's location of residence had little or no influence on the probability of his watching the course at all, or on the frequency of his viewing.**

**FIGURE 5**



**AGE AND SEX**

**A comparison of viewers and non-viewers of 'Let's Speak English', and of persistent and casual viewers, revealed no significant differences in the**

**composition of these groups by age or by sex. The distribution of these characteristics is illustrated in FIGURES 6 and 7.**

**FIGURE 6**

**AGE**

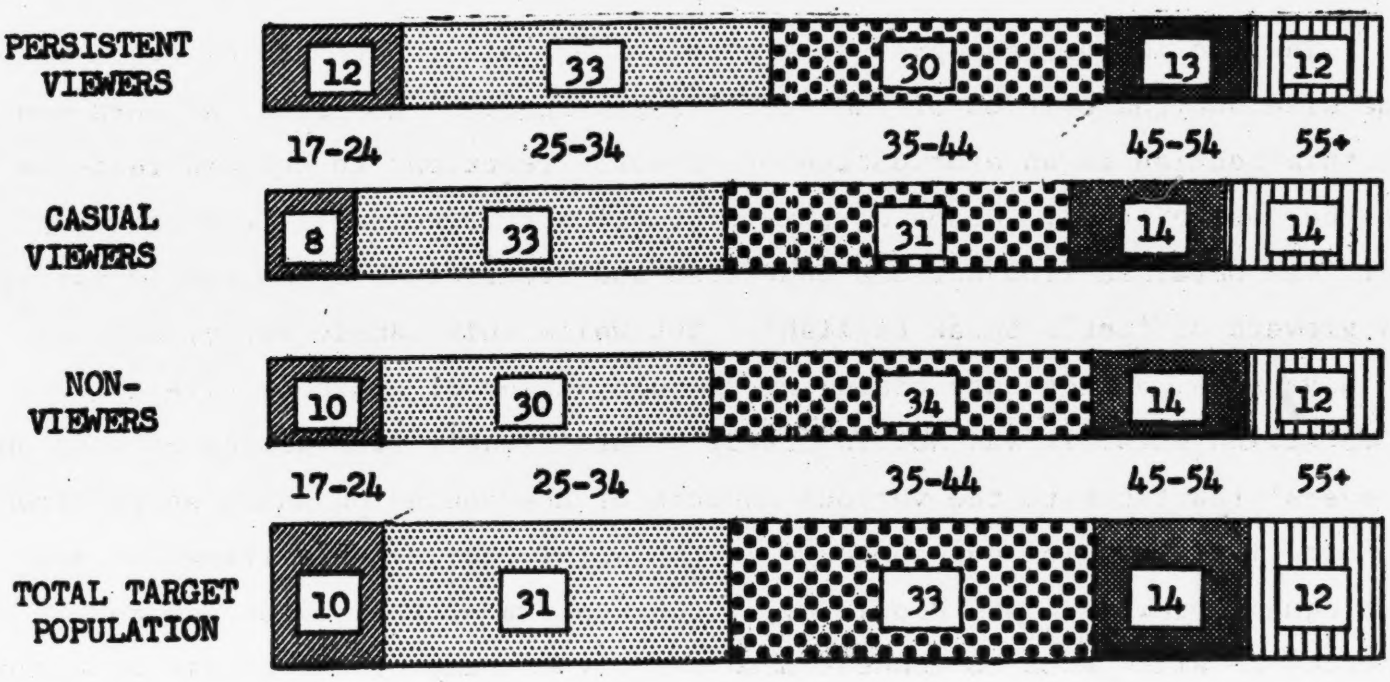
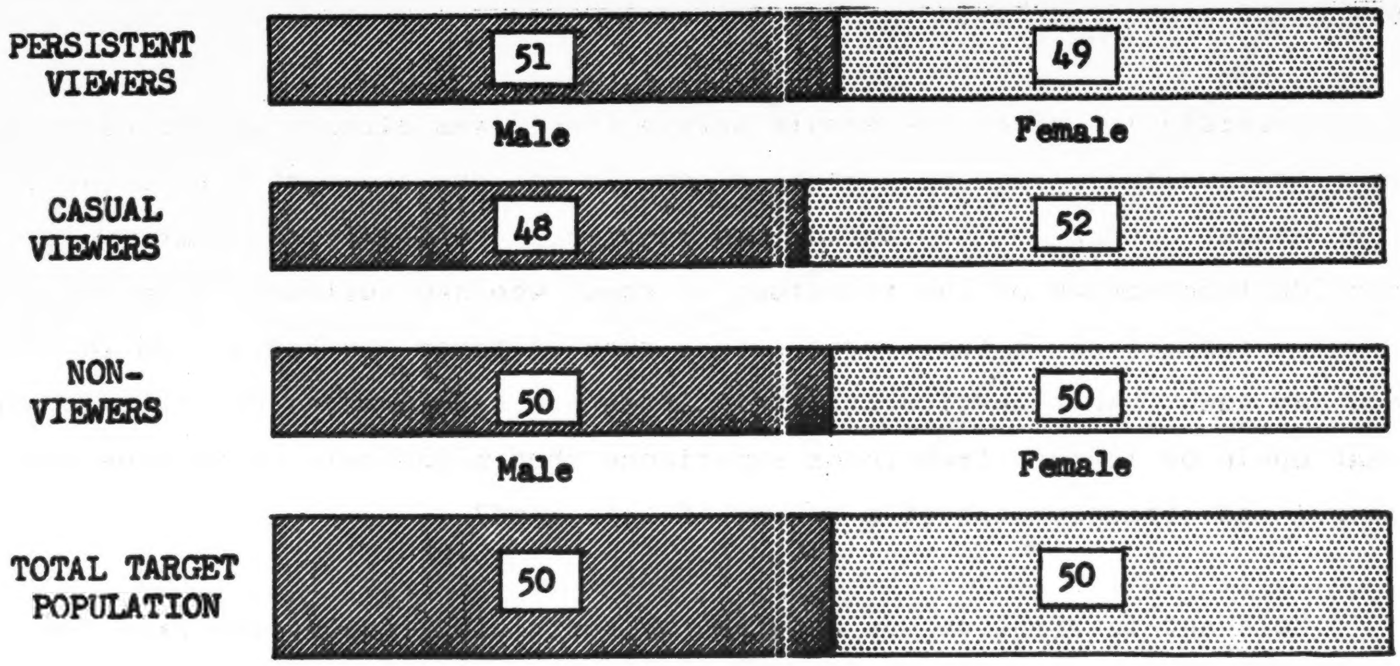


**FIGURE 7**

**SEX**



**Incidentally, the 50/50 sex distribution shown here in the total target population is not an empirical finding but was actually one of the weighting factors built into the design of the survey - as explained in Appendix A. However such weighting would in no way have obscured any significant differences in the sex composition of the viewing and non-viewing groups had they in fact existed.**

## VI AUDIENCE REACTIONS TO THE COURSE

### SOURCE OF INFORMATION

The two immediately preceding sections of this report having dealt with the size and composition of the 'Let's Speak English' audience, we turn now in this section to an examination of viewers' reactions to certain features of the course itself. Some of the information that we shall be discussing here was obtained from persons contacted and identified in the sample survey as viewers of 'Let's Speak English'. But while this sample survey was, as we have seen, an adequate basis for the projection of audience size and composition data, it was not in itself a sufficiently rich source of data on viewers' reactions to the various aspects of the course on which we required information. Many of our contacts in the sample survey were irregular and infrequent viewers whose knowledge of the content of the course was too sketchy to allow them to comment meaningfully on many of the points we wished to raise; while this still left many respondents in the sample survey who were sufficiently well acquainted with the course to offer valuable comments and criticisms of it, these informed respondents were together too few in number to provide a basis for generalization.

Accordingly, since the sample survey itself was already as extensive as time and available resources would allow, it was decided that a secondary, independent source of information was required, preferably one that would provide information on the reactions of those who had seriously attempted to involve themselves in the course rather than of those who had looked in only now and then. What particular difficulties had such persons encountered and what could be learned from their experience that might help to improve the appeal and effectiveness of a course of this kind?

Relevant information was obtained by recruiting respondents from two main sources - first, from among those persons who were sufficiently interested in the 'Let's Speak English' course to write to the CBC to ask for further information and, in some cases, to comment on the program; and second, from those viewers who had bought the course textbooks and who had completed and returned a business reply card inserted in each copy of the textbook indicating that they were students of the course. Altogether 563 persons were identified from these two sources and completed interviews were obtained with 368, or 65 per cent of them. In the Toronto area some of these interviews were conducted by personal in-home contacts, others by an extended interview on the telephone. Contacts with persons living outside the Toronto area were made by mail and self-completed questionnaire.

Special recruitment of this kind inevitably raises the question of how to describe and identify the recruited group. In this case members of the group were all viewers of 'Let's Speak English' - but what kind of viewers were they and, in particular, where do they fit into the spectrum of potential viewers described in the preceding sections of the report? Obviously it is necessary to know this before deciding how much importance to attach to what these persons say about the course.

A comparison made on a variety of characteristics strongly suggests that these 'serious students', as we shall call them - i.e. the specially recruited group - closely resemble the persistent viewers of the sample survey. This, it will be recalled, was the group who constituted some 17 per cent of all potential viewers and who tended to watch the course regularly at least once a week or if not regularly at least fairly frequently, thus distinguishing themselves from the more casual, infrequent and irregular viewers who made up another 18 per cent or so of the potential or 'target' audience.

In fact, some 80 per cent of these serious students watched the course regularly week after week and as many as 25 per cent had never missed a broadcast, which represents a somewhat higher degree of involvement in the course than was shown even by the persistent viewers of the sample survey. Also, there is evidence that this specially recruited group tended to be rather better educated than the persistent viewing group of the sample survey - and to somewhat over-represent the female component of the total audience to 'Let's Speak English'. However, there is no evidence that, in themselves, any of these audience characteristics are likely to be major determinants of viewer reactions to the various features of the course. It would seem reasonable therefore to assume that the conclusions that follow apply, broadly, to the strong and weak points of this course as perceived by those who, through the persistence of their viewing and continued interest in this course, made a serious effort to benefit from it.

## THE MIMICRY-MEMORY APPROACH

As already described, a key feature of this televised language course was the frequency with which phonetic drills and grammatical exercises involved an injunction on the part of the instructor to his unseen audience to "repeat after me....". To obtain some indication of audience reaction to this oft-repeated request, we asked:

> "Throughout the television program, the teachers tried to persuade the audience to repeat after them the words and sentences they taught. Some adults find this sort of thing a little hard to do. How about yourself?"

The question was deliberately open-ended to give respondents an opportunity for free comment, and in the personal interviews interviewers probed for additional information. An analysis of all data obtained makes it clear that there was little or no resistance to this 'repeat after me' approach, that almost all viewers in this serious student group conformed to this instruction, and that only a very few seemed to experience any difficulty in doing so.

Many of those who spoke in favour of the 'repeat after me' procedure specifically mentioned how effective they felt it to be:

> "It was the repetition that helped to improve my pronunciation."
>
> "Yes, of course. It's the only way to learn."

> "Yes, I consider the rhythm of the language important."
>
> "A very good method."
>
> "Yes, I enjoyed (the repetition). I found I retained the words better and longer."

These comments are typical of many others commending this particular aspect of the instruction.

The little criticism that there was fell into two main categories. A few people seemed to feel that mimicry of this kind was almost a little undignified, even somewhat embarrassing and possibly unnecessary:

> "I did not repeat as I was told. I am not a monkey."
>
> "Kind of silly."
>
> "I felt too embarrassed to repeat aloud."
>
> "Ridiculous."
>
> "Found this boring at times because it was repeated too often."

A few others seemed to find this repeating task difficult either because the oral drills were delivered too fast for them or because they had difficulty understanding the enunciation of the instructors:

> "It was hard at first but eventually I followed. It would be better if they spoke more slowly."
>
> "Yes, it is hard. They spoke so fast I couldn't follow."
>
> "Sometimes I couldn't make out what the teacher said."
>
> "Repeating was difficult because the English pronunciation is so different.."

It may reasonably be questioned whether all those who said they followed the 'repeat after me' instructions in fact did so, regularly. This is something which would need to be confirmed by actual observation in an experimental setting. Nor of course does audience acceptance of the procedure tell us anything about its likely effectiveness as a teaching aid. However, what can be inferred from all this (and it is not unimportant) is that the great majority of serious students of the course seemed to take favourably to the mimicry approach, found no difficulty in following it and at least felt that it had helped them.

## REACTIONS TO CERTAIN ASPECTS OF THE PROGRAM

In a series of questions the 368 members of the serious student group were required to indicate how relatively interesting or uninteresting, helpful or unhelpful they had found certain features of the course. These were:

- The exercises in vocabulary: in which the meaning of words was taught without translation into other languages.
- The pronunciation drills: in which the sound of English phrases and sentences was taught.
- Phrases for conversation: involving instruction in the use of English idiom in everyday conversation, conveyed in the form of dramatic episodes or skits.
- Drills in grammar: showing the way English sentences are put together or, in more linguistic terms, demonstrating the structure of the English language.
- The presentation of pictures: i.e. the use of visual aids to show the meaning of words and sentences, and to convey complex linguistic meanings without translation.
- The use of cards: a further set of visual aids to demonstrate English accentuation and intonation.

The relevant statistics are set out in TABLE 6. What they indicate is that three sections of the course were found particularly interesting - the conversational phrases, the pronunciation drills, and the use of the pictures to illustrate meaning. The first two of these - the conversation pieces and the exercises in pronunciation - were also among the three features of the course felt to be most helpful. The use of the picture cards, while thought to be an interesting feature of the course, and to be helpful, was felt to be on the whole somewhat less helpful as a teaching aid than the vocabulary exercises.

Of the two remaining features of the course, the grammar drills and the use of the cards, the first mentioned was heavily criticized as being uninteresting and dull, to a much greater extent than any other single aspect of the course. However, when questioned as to their usefulness, just as many

## TABLE 6

EXTENT TO WHICH VARIOUS ASPECTS OF THE 'LET'S SPEAK ENGLISH' SERIES WERE
BY SERIOUS STUDENTS OF THE COURSE TO BE 'INTERESTING' AND/OR 'HELPFUL'

| | HOW INTERESTING? | | | | H | |
|---|---|---|---|---|---|---|
| | Interesting (a) | Not Interesting (b) | Total (a) + (b) | Ratio (a) : (b) | Helpful (c) | No Help (d |
| | % | % | % | | % | |
| The pronunciation drills | 38 | 10 | 48 | 3.8 : 1 | 37 | 1 |
| Drills in grammar | 15 | 31 | 46 | 1 : 2.1 | 20 | 2 |
| Phrases for conversation | 33 | 7 | 40 | 4.7 : 1 | 31 | |
| Exercises in vocabulary | 21 | 12 | 33 | 1.8 : 1 | 24 | |
| The pictures | 26 | 8 | 34 | 3.3 : 1 | 21 | |
| The use of cards | 12 | 12 | 24 | 1 : 1 | 13 | |
| Base for percentages: Total number of serious student respondents | 368 | 368 | - | - | 368 | 3 |

## TABLE 6

WHICH VARIOUS ASPECTS OF THE 'LET'S SPEAK ENGLISH' SERIES WERE FELT
OUS STUDENTS OF THE COURSE TO BE 'INTERESTING' AND/OR 'HELPFUL'

| HOW INTERESTING? | | | | HOW HELPFUL? | | | |
|---|---|---|---|---|---|---|---|
| esting a) | Not Interesting (b) | Total (a) + (b) | Ratio (a) : (b) | Helpful (c) | Not Helpful (d) | Total (c) + (d) | Ratio (c) : (d) |
| % | % | % | | % | % | % | |
| 38 | 10 | 48 | 3.8 : 1 | 37 | 10 | 47 | 3.7 : 1 |
| 15 | 31 | 46 | 1 : 2.1 | 20 | 20 | 40 | 1 : 1 |
| 33 | 7 | 40 | 4.7 : 1 | 31 | 8 | 39 | 3.9 : 1 |
| 21 | 12 | 33 | 1.8 : 1 | 24 | 8 | 32 | 3 : 1 |
| 26 | 8 | 34 | 3.3 : 1 | 21 | 11 | 32 | 1.8 : 1 |
| 12 | 12 | 24 | 1 : 1 | 13 | 15 | 28 | 1 : 1.1 |
| 8 | 368 | - | - | 368 | 368 | - | - |

people considered these grammar drills helpful as considered them not helpful, which suggests that, even though this feature of the course lacked appeal, its usefulness as an aid to understanding was quite widely recognized. As for the use of the cards on intonation, accent and the like, opinion seemed to be about equally divided that this was an interesting/not very interesting part of the course. Certainly there seem to have been fairly widespread doubts as to the usefulness of these cards since this was the only feature of the course which was more often criticized as being not helpful than commended as being helpful.

So much for the overall pattern. It is possible to elaborate on some of these conclusions by recourse to information collected at other points in the interview.

## The Pronunciation Drills

As noted above these were, on the whole, very well received. The mode of presentation was felt to be novel and appealing and, with the conversational phrases, this was felt to be the most practically useful part of the course. Many viewers commented on the fact that they already had some knowledge of written and spoken English but were conscious of their poor pronunciation and that it was in this respect that the program had helped them most. There was the occasional criticism that words being pronounced should be spelled out and remain shown on the screen until the pronunciation was complete (which of course runs counter to the whole philosophy of the mimicry-memory approach); also a few comments that the pronunciation lessons would be more helpful if the instructors did not go quite so fast. However these were infrequent and relatively minor criticisms and there is no evidence that they represent the views of the satisfied majority.

## The Grammar Drills

That these exercises in grammar were felt to be by far the least interesting part of the course is perhaps hardly surprising, grammar being the kind of subject it is. More encouraging however was the fact that, as noted above, many viewers did find these grammar lessons helpful. Where criticisms were made they tended to be demands for more and better instruction in grammar rather than rejections of this tedious but necessary feature of English-language instruction. Thus:

> "My difficulty was not with understanding the language but only with the structure drills."
>
> "The program was everything I wanted. But I would have liked a lot more pronunciation and a lot more grammar since I find these things more difficult."

### Spelling

English spelling was not stressed or treated as a special subject of instruction in the course and a few students expressed some disappointment at this.

> "I felt that some slow spelling studies would have helped me."
>
> "Would have liked help with spelling - I still do not know the letters of the English alphabet."

The total number of such comments was not large - altogether no more than about a dozen viewers voiced complaints of this kind. However these arose in response to a very open question: "Has the program given you everything you expected when you started viewing, or did it disappoint you in some way?", and it may be that a specific question on this subject of spelling instruction would have prompted a more critical response. The obvious argument against devoting program time to spelling is of course that this was primarily a course of instruction in spoken English - though many students obviously failed to appreciate this.

### The Performance of the Teachers

This was another topic on which information was obtained in response to general rather than specific questioning. Comments on the performance of the instructors themselves were few, and those that were made tended to be about equally divided between commendation and criticism. On the one hand the instructors were praised for their pleasant manner and the clarity of their speech. On the other hand, there was some criticism that some of the instructors tended to talk too fast and that their use of abbreviated speech terms, such as "I've" instead of "I have" and "don't" instead of "do not" proved difficult to follow - even that, in some cases, the instructors were themselves guilty of using slangy and sloppy English. Criticisms of this kind, as one might expect, tended to come from students who already had some knowledge of English grammar and who, one suspects, found some difficulty in reconciling English 'as spoken' with the more formal, precise English that many of them had learned from books - or from their early teachers who themselves may have had little first-hand acquaintance with conversational English.

## The Textbooks

Three textbooks were available: a 'Basic Lessons' book of thirteen lessons, eight of which were covered in this course; the 'Language Keys to the Basic Lessons', available in fifteen languages; and the 'Sound Studies'. All three books were frequently referred to by the instructors and were constantly on view. Students were strongly advised to purchase, and the CBC received hundreds of inquiries concerning these books.

Not all serious students of the course (as heretofore defined) had purchased all three books. Those who had were asked which of the three they had found the 'most helpful', which the 'least helpful', and to comment on their experience in using these texts.

Reaction to the 'Basic Lessons' was overwhelmingly favourable, reaction to the other two texts less so, with the 'Sound Studies' judged to be the least helpful of the three.

The only specific criticisms directed at the 'Basic Lessons' textbook, by a few users, were that its vocabulary was not always clear, or again that it did not contain the translations of new words. (Actually the course explicitly recommended the use of a standard English dictionary in the student's own language, but possibly this recommendation did not 'get across' to all students.) Otherwise the 'Basic Lessons' text seems to have been felt to be very helpful.

Most comments on the 'Language Keys' were of a general nature, not sufficiently specific to pinpoint particular merits or defects. Students were more definite in their criticisms of the 'Sound Studies' text. Many clearly found it heavy going: "too difficult for me", "couldn't understand it", "this book didn't help much", "I couldn't understand what this was all about!", "these Sound Studies are confusing and unnecessary", "...very difficult for me to catch the words from the sounds and pronounce them correctly", "...I would like to see a different system to associate the sound with the word", "the Sound Studies were not explained by the TV teacher well enough."

The overall impression one gets from all this is that the 'Sound Studies' text was probably too technical for most viewers, and that even the most highly educated among them tended to resist the methodological innovations incorporated in this text. Skilful interpretation and perhaps even a considerable amount of persuasion may be required to convey some of these technical-theoretical aspects of the mimicry-memory method to people more familiar with other systems of modern language instruction.

One other complaint voiced by several of these serious students of the course was that, when invited by the instructors to refer to particular passages in the textbooks, they frequently had difficulty in locating them while at the same time keeping an eye on the screen: "I lost track of the program by switching from one booklet to the other", "Three books confused me. No time to look them up while the program is in session", "The three books should be combined in one."

In general, it would seem, then, that while the spoken language 'drills' of the mimicry-memory method were accepted and found useful by most students, phonetics as conveyed by the printed page proved too difficult for many.

Clearly the use of accompanying texts in televised courses of language instruction raises practical problems and it may be that there is a need for more co-operative experiment than has yet been possible between textbook writers, publishers and those responsible for the production of the programs.

## IRREGULARITY OF VIEWING

We mentioned earlier that some 80 per cent of this group of serious students of the course watched regularly week after week. Information obtained from the remainder leaves no doubt that irregular or casual viewing of a course of this kind brings with it all kinds of study problems and that it is scarcely reasonable to expect a viewer to learn much from so intensive and demanding a series of broadcasts if he is unable or unwilling to watch regularly. The importance of this cannot be too strongly emphasized since, as we saw from the results of the large-scale sample survey described in an earlier section, about half of all viewers of this 'Let's Speak English' course were casual or irregular viewers. What was their experience?

A few of these irregular viewers among the serious student group - i.e. a few of the 20 per cent - were people who had not been available to watch the whole course and had seen only a part of it. But by far the greater number of these casual viewers were people who had tried to keep up with the course but were simply unable to do so. And failing to do so they had tended to get into increasing difficulties - they couldn't follow a lesson because they had missed the last one. after a few missed lessons deficiencies in vocabulary posed a special problem, specific references to previous lessons made no sense if one had missed that lesson, and so on - all the familiar difficulties of the irregular student. The more he missed, the more difficult he found the course. Conversely, some students found the initial lessons more difficult to follow or less interesting than they had expected and, while they did not give up entirely, this in itself tended to make them watch less regularly than they might have done. In their case, the more difficulty they encountered the more irregular did their viewing become.

Whatever the precise nature of the cause-effect relationship one thing is quite clear: it is that many people who made a fairly serious attempt to follow this series of telecasts regularly, week after week, were simply unable to do so - in most cases because the demands on their time were too great to allow them to watch as often as was necessary for them to extract full benefit from the course. One can argue of course that the real enthusiast, the person sufficiently motivated to learn, could have made time to watch for half-an-hour on the two or three days a week that the course required. But half-an-hour two or three times a week, every week for 26 weeks, is a fairly demanding schedule of study, especially for people whose lives are not normally organized around lecture courses, and one can scarcely avoid the conclusion, on the basis of all the information available, that a schedule as demanding as this is much too heavy for many people sincerely interested in learning English from television.

It will be recalled that, in an earlier section of the report, we drew attention to the relatively small proportion of viewers in the sample survey who had watched more than one of the three 'Let's Speak English' broadcasts in the survey week. It was 18 per cent, and the proportion who had watched all three broadcasts was only 6 per cent. The conclusion that we formed on the basis of these results - namely, that this series of broadcasts was making greater demands on most people's time than could reasonably be expected - is fully borne out by the views expressed by these serious students of the course. The heart of the problem is not the total amount of time involved - the three half-hours per week - but rather the inflexible requirement for a person to be available as often as three times a week at a specified time. Everything that we know about daily living and leisure habits would indicate that only a small minority of viewers, even devoted ones, could maintain this pace consistently and that very few indeed could maintain it over a 26-week period. Obviously there are alternatives - perhaps to have the new material contained in a single-hour period running only once a week, or repeats each week of the original half-hours, or a spreading of new material over a two-week rather than a single-week period. These, and other alternatives, are obviously worth investigating. All that we can conclude from the present experiment, and it is a very definite conclusion, is that the demands of the 'Let's Speak English' schedule were much too heavy for many people. Not only did this result in some people abandoning the course altogether after falling behind in their viewing but, perhaps even more important, it meant that many who persevered with the course, and watched as often as they were able, failed to benefit as much as they would have done had they been able to watch every broadcast.

## 'LET'S SPEAK ENGLISH' ON TELEVISION IN COMPARISON WITH OTHER COURSES OF INSTRUCTION IN ENGLISH

Of the 368 viewers of 'Let's Speak English' whom we have described in this section of the report as serious students, some 25 per cent indicated that concurrently with the TV course, they had been taking some other form of instruction in English - at evening classes or privately - and as many as 50 per cent of them reported taking some form of instruction in the English language at some time. All who had had this experience of other types of instruction were given the opportunity, both in response to specific questioning and otherwise, to compare this experience with their experience of the 'Let's Speak English' course.

On the whole, the 'Let's Speak English' course was felt to be more interesting and enjoyable, easier to understand, more helpful in making oneself understood in English, and more helpful in enabling one to understand spoken English than "other English lessons you have had". The division of opinion on these points was quite clearly in favour of the TV course, as shown in TABLE 7.

Viewers were eager to explain the reasons for their choices. Not surprisingly, the greater convenience of the TV course weighed heavily in some people's minds: one could study so much more comfortably at home, conventional evening classes were sometimes difficult to reach, the company of fellow students at these classes was not always congenial, often there seemed to be too many people in the one class competing for attention, and if one lived in a rural or isolated area there were likely to be no adult evening classes available to a new immigrant wishing to learn English.

## TABLE 7

### COMPARISON OF THE 'LET'S SPEAK ENGLISH' TV COURSE WITH OTHER COURSES OF INSTRUCTION IN ENGLISH

| | 'Let's Speak English' on TV | Other course(s) of instruction taken | No definite opinion expressed | Total |
|---|---|---|---|---|
| | % | % | % | % |
| Which was: | | | | |
| More interesting, more enjoyable? | 81 | 17 | 2 | 100 |
| Easier to understand? | 75 | 22 | 3 | 100 |
| More helpful to you in making yourself understood in English? | 69 | 26 | 5 | 100 |
| More helpful to you in understanding spoken English? | 74 | 20 | 6 | 100 |
| Base for percentages: All serious students of 'Let's Speak English' who had ever taken any other courses in English | 184 | | | |

Aside from this matter of greater convenience, the TV course was felt by many people simply to be 'more fun' and hence a more pleasant and interesting way of learning. And in regard to ease of understanding most comments favouring television over classroom instruction tended to emphasize the better instruction given by good television teachers, the fact that the television course 'holds the attention better', there are no other students in the class to provide distraction, and the essentially 'personalized' nature of the 'Let's Speak English' series where the teachers seemed to be "talking directly to me". However, not everyone agreed on this latter point, and one of the main criticisms of the TV course, needless to say, was the complaint that it failed to provide the necessary face-to-face contact and exchange of ideas between pupil and teacher:

> "There was active participation at night class but not on TV."
>
> "School is better because you can ask questions on whatever isn't clear to you."
>
> "The great advantage of school is that you have your mistakes corrected."

In a similar vein, some other critics felt that the pace of classroom teaching was more responsive to the individual student's needs and (as already noted in relation to the use of textbooks) a few others commented on the difficulties they had had in referring to the right section of the accompanying text while at the same time keeping an eye on the television screen.

No one medium of instruction can of course lay claim to all the merits or escape some of the criticisms: all that can be said here is that, on the whole, 'Let's Speak English' was felt to be much more interesting, more comprehensible, and more helpful than any other form of instruction in English of which viewers had had experience.

## EXTENT OF SATISFACTION WITH THE COURSE AS A WHOLE

Given these reactions to the several different aspects of the 'Let's Speak English' course, what then can be said in summary about the extent of audience satisfaction with the course as a whole among those who stuck with it to the end or otherwise qualified as serious students?

Rather than rely on a single direct question to obtain information of this kind, the decision was taken to re-examine all the information obtained from the regular viewers in the original sample survey (i.e. those who watched the program at least once a week), and from the serious students in the subsequent survey, and to rate each on a three-point scale indicating the extent of his expressed or implied satisfaction with the course as a whole. Each was rated as (1) fully satisfied (2) satisfied but critical of some aspects, or as (3) on the whole dissatisfied, critical or frustrated.

A variety of 'cues' contributed to these overall ratings: the viewers' spontaneous, unsolicited comments and criticisms, their responses to an invitation to "comment on the program as a whole", the sum total of their expressions of relative interest in the different parts of the course, the regularity of their viewing and explanations given for not watching on every occasion, and their response to a question on whether the course had come up to their expectation or in some way disappointed them.

Not all regular viewers and serious students provided information that was sufficiently unambiguous to allow themselves to be classified in this way. The majority did, however, and the results are shown in TABLE 8.

Note the fairly close correspondence between the two groups in the proportion of viewers falling into the 'fully satisfied' category - 75 per cent of the regular viewers and 69 per cent of the serious students. Note also the tendency for extreme dissatisfaction to be much more widespread in the serious students group than in the other - possibly a reflection of the fact that we pressed the serious students a little harder than we did the respondents in the

## TABLE 8

### RATINGS OF REGULAR VIEWERS AND SERIOUS STUDENTS OF THE 'LET'S SPEAK ENGLISH' SERIES ACCORDING TO THE EXTENT OF THEIR EXPRESSED OR IMPLIED SATISFACTION WITH THE COURSE AS A WHOLE

| Rating | Sample Survey: Regular Viewer | Other Survey: Serious Students |
|---|---|---|
| | % | % |
| Fully satisfied | 75 | 69 |
| Satisfied, but critical of some aspects | 17 | 13 |
| On the whole, dissatisfied, critical, frustrated | 8 | 18 |
| Totals | 100 | 100 |
| Base for percentages: number of viewers classified unambiguously | ( 55) | (322) |

sample survey to criticize the course in any way they felt inclined. The general indication, however, is quite clear: it is that the great majority of those who were sufficiently interested in this course to become regular viewers or otherwise to devote themselves to it as serious learners were on the whole highly satisfied with the experience.

This in no way, of course, offsets the fact that, as we noted earlier (TABLE 1, page 12) those persons who remained with the course to become regular viewers, watching at least once a week, constituted only a fairly small proportion, about 20 per cent, of those who had ever tuned in to the series at all. A further 30 per cent stayed to become less frequent viewers. The other 50 per cent of those who 'tried' the course, by the time the last few weeks arrived had for one reason or another stopped watching altogether or now watched only on an odd occasion. Only within this context of total audience attrition do these indications of ultimate audience satisfaction have any meaning.

## VII SUMMARY, CONCLUSIONS AND DISCUSSION

'Let's Speak English' is a 26-week television course of instruction for beginners in the English language. It was produced by the Canadian Broadcasting Corporation, in collaboration with the Toronto Metropolitan Educational Television Association and several other organizations interested in the development of adult educational facilities for immigrants in the Toronto area, and was first broadcast by the CBC Toronto station, CBLT, over the period October 1961 to April 1962. Since then the course has been re-broadcast by several television stations throughout Canada.

Based on a new concept in language instruction embodying the so-called mimicry-memory technique, the course places major emphasis on oral drill in colloquial phrases with the aim of inculcating from the start the speech patterns of current, everyday idiomatic English as spoken in Canada. The authors of a set of textbooks on this method of instruction were closely involved in the planning and production of the programs. Though designed for beginners, 'Let's Speak English' was produced exclusively in English, aided only by the visual resources of television; the native languages of those who constituted the target audience for the course could not be used as a medium of instruction since so many different languages were involved and none was shared by the audience as a whole.

In view of the experimental nature of this course and the number of novel features it involved, an audience study was carried out during the last few weeks of the course, in April 1962. The results of this study have been described in some detail in the text. The main conclusions can be summarized thus:

- Of some 141,000 adults in the Toronto metro area who could fairly be regarded as constituting the 'target audience' for this course (according to their age and linguistic background), about 35 per cent, or 49,000 persons, watched some of the programs. About half this number, 17 per cent or 24,000, watched regularly or at least frequently throughout the course. The other 18 per cent or 25,000 watched only irregularly - or had watched the course at one time but no longer did so. The remaining 65 per cent of the target audience, as defined, had never been exposed to the course at all.

- Within CBLT's total coverage area (which extends considerably beyond the limits of the Toronto metro area) it is estimated that some 70-80,000 persons saw some part of the course and that, of these, probably a little over 35,000 by the end of the series were still regular or at least frequent viewers.

- Despite an extensive publicity campaign, many who might have benefited from this course were not aware of its existence, even toward the end of the series. Just over half of all persons in the target population lacked this knowledge - which suggests that, in future, extra or more effective means may have to be found to ensure greater public awareness of specialized courses of this kind. In fact, among those who were aware that the course was available, the response was much more encouraging than the above figures suggest - out of every five members of the target population who had heard of 'Let's Speak English', four watched some part of it and, by the end of the series, two were still following the course regularly or frequently.

- The 'Let's Speak English' audience included immigrants with a wide variety of origins (in all some 30 different native languages were represented) and with varying periods of residence in Canada. The bulk of those who followed the course with some degree of consistency, however, were members of the post-war wave of immigrants, many of whom spoke little or no English and most of whom had never previously had any formal instruction in the English language.

- Some viewers chose to follow the series alone, others viewed as a group. It was found that those who viewed with others tended to be the more persistent students and that, the larger the viewing group, the greater the tendency to watch regularly. This would appear to have certain important implications for the organization of viewing into small 'study groups' as a means of stimulating interest in a course of this kind.

- As was to be expected, the 'serious students' of the course representing, for the most part, those who had watched most persistently, had much to say in its favour. They were particularly impressed by the basic feature of the course, the mimicry-memory, 'repeat after me' approach which the great majority felt to be helpful and effective. When this 'repeat after me' procedure was criticized at all, (as it was by a few of these serious students), the point usually made was that it went rather too fast to follow or (a variation of this) that the teacher's enunciation was difficult to understand. Interestingly enough, such criticisms came most often from persons who had not come 'fresh' to the course but who had had some conventional, vocabulary-oriented foreign language instruction in the past which may have set up a resistance to this non-vocabulary learn-by-repetition approach.

- Also highly commended by these serious students of the course was the series of brief conversational episodes inserted in most of the lessons to help demonstrate the use of spoken English in familiar social situations. These were felt to be almost as helpful and interesting a part of the course as the 'repeat after me' exercises.

- The 'drills in grammar', demonstrating the structure of English grammar, while often admitted to be quite helpful were judged one of the least interesting features of the course - hardly surprising perhaps considering the inevitably dry and abstract quality of any grammar lesson.

- The visual aids to comprehension, the set of pictures which were extensively used as a substitute for explanations in the student's own native language, received a certain amount of commendation as being interesting and helpful, but did not appear to have made a very great impact on the audience as a whole. This was true also of the 'cards', a set of diagrams providing visual representation of English intonation and accentuation. These received little favourable comment and were fairly extensively criticized as hard to understand or pointless.

- None of these perceived weaknesses were felt to be fundamental, however, and the overall reaction of the great majority of those serious students who had stayed with the course was that they had much enjoyed this experience of home study and that, from their point of view, it had all been well worth the effort.

- Undoubtedly, however, many others who had tried to follow the course had experienced difficulties. Some had found the early lessons rather 'tough going' and, through lack of sufficient motivation, had given up. Others had made a more persistent effort to carry on but had been unable to watch regularly enough, and had found themselves falling further and further behind and progressively less able to cope as a result of having missed certain essential programs. This was a demanding schedule (two-three programs a week for 26 weeks, broadcast at what was, for many people, a busy time of the day) and for some it was just more demanding than their pattern of living and leisure habits would allow. Not only was this one of the main reasons for students dropping out and not finishing the course, but it was also a complaint of some students who did follow through to the end - namely, that they had failed to benefit as much as they might have done had they had the time to watch all the programs.

- The textbooks that accompanied the course were also subjected to some criticism. In particular one of the three texts, the 'Sound Studies', was widely criticized, even by many of the serious students, as being too technical and indeed often incomprehensible. Like the visual aids (noted above), the graphic symbols contained in this book for illustrating and purportedly clarifying many of the more subtle aspects of the language as a 'flow of sound' simply did not get across.

## DISCUSSION

The 'Let's Speak English' experiment can perhaps fairly be described as a bold and imaginative attempt to bring essential instruction in the English language to the diffuse mass of newcomers to this country who, in order to adjust to their new environment, need to acquire its language of communication to some useful degree.

The evidence of this study suggests that the experiment achieved at least some moderate success. At the same time it poses a basic question, the answer to which is by no means obvious: to what extent is conventional, multi-purpose, home-based television a suitable medium for imparting instructional information of this kind to so heterogeneous an adult audience?

On the positive side there is the obvious convenience for adults of being able, in their own homes, to receive instruction, free of charge, from first-class teachers. This was a point stressed by many of the students. For some people in fact, those unable for one reason or another to attend a formal institutionalized course of instruction, this is one of the few remaining alternatives.

But, equally clearly, it is not a convenience to everyone. Only about half of those who watched any part of this course stayed with it to the end as regular or at least frequent viewers. The remaining fifty per cent or so who dropped out, or remained as casual viewers, probably learned little if anything that helped advance their mastery of spoken English. Much of this drop-out or reversion to casual viewing is traceable to the excessive demands that the course imposed on many who either didn't have enough leisure time to watch all the programs, or who didn't have the comprehension or concentration to maintain the pace that the lessons required.

It is not easy to see the solution to this. The time-table might have been less rigorous and demanding. This no doubt would have helped to accommodate some of the busier viewers, and also some of the slower learners. But then what of those who had found no particular problems coping with the three-programs-a-week-for-26-weeks schedule? Probably they would have learned less over the same period, or taken longer to absorb the same amount of information. (Some of the more serious students in fact complained that the time-table and the course itself was not demanding enough, that it was too 'slow paced': any further relaxation might easily have reduced these persons' motivation.)

We noted also that those students who attempted to follow the course on their own appeared to be more likely to drop out, or to watch only casually, than those who followed the course in the company of others. Here is a decided danger in the home-study situation - the apparent reduced motivation of the solitary student. Might it be possible, without destroying the other advantages of the 'at home' setting, somehow to arrange for groups of interested students to view together?

It appears probable also that the audience in this case was just too heterogeneous to permit effective instruction in a single course. The major problem here was not so much the many different native languages represented in the audience but rather the varying degrees of previous proficiency in English within the audience as a whole. 'Let's Speak English' was in fact designed as a course for beginners and there seems no doubt that it was the viewer who had literally no previous facility in spoken English at all who felt he had derived most benefit. But the majority of those who watched the course already had some proficiency in English, and over a quarter of all viewers could converse fairly well and were simply seeking to improve their skills. Many of these latter felt they had benefited to some extent from the instruction but others in this group felt they had been inadequately catered for and accordingly were somewhat frustrated. It would seem likely that, for such persons, a more advanced course is required - one placing even greater emphasis on the sound of the language and minimizing the graphic, pictorial and other visual aids. A course in fact that might be more appropriately carried on radio?

Then there is the question of the isolation of the student from his instructors in a televised course of this kind and the possible loss in motivation resulting therefrom. If, as a result of following a series of television programs over a period of months, the student is to learn effectively, it would seem necessary for him to be able in some way to communicate with his instructors and for them to be able to communicate personally with him. This kind of communication cannot be achieved by textbooks alone. The student, it would seem, needs at the very least to be able to work his way through a series of exercises or tasks which are then corrected and evaluated by some authority on the subject matter. He also needs repeated opportunities to ask for help in his studies and somehow to be given such help on an individual basis. One way to establish such a two-way communication process would be to organize supervised learning groups of persons with similar linguistic backgrounds - same mother tongue and similar educational level. Isolated individuals and families might perhaps be helped by an adaptation of correspondence school practices.

Finally, in any further experiments of this kind in instructional television aimed at linguistic minorities, it would seem essential to devote very special attention to pre-broadcast publicity. Non-English speaking immigrant groups are notoriously difficult to contact by conventional forms of mass communication that suffice to reach the main segment of the population. In this instance, as noted above, large numbers of potential viewers of these programs had never heard of them by the time the course had got under way, others became aware of them only after the course had been running for some time - this despite a fairly extensive publicity campaign utilizing not merely native language newspapers but also the radio and TV media, and various church, school and government services with which recent immigrants might have been expected to keep in touch. Clearly this need for adequate pre-broadcast communication poses a special problem in this type of instructional television - as indeed it does to some extent in all forms of educational TV directed at minority audiences in their own homes.

In summary, 'Let's Speak English' would thus appear to have left behind it a host of unresolved problems. Being the pioneer experiment that it was, this itself is hardly surprising. But at least it has demonstrated that the use of television to teach spoken English to beginners in their own homes has practical possibilities, it has shown where the main difficulties lie, and it has provided indications of how some of these obstacles can be overcome. Just how far television can be developed, however, as a really effective medium for providing courses of instruction to viewers in their own homes it is difficult to say. In the long term the answer would seem to lie, as we have suggested here, in the extent to which educational TV can demonstrate that it is something more than simply a mass medium and is in fact capable of meeting the varying personal needs of those whom it is attempting to serve.

# APPENDICES

APPENDIX A

## SAMPLING PROCEDURE

Considerations of economy required that the sample universe be restricted to approximate metropolitan Toronto. This represents an area covering about one-half of the total number of households within the coverage area of CBLT, the CBC's Toronto television station.

The sample frame used was the household listings in the Bell Telephone directory for Toronto. Prior experience of surveying the non-English speaking population of the city suggested that an initial sample of 10,000 household contacts would be required to provide a minimum of 1000 'qualified respondents' - i.e. non-English speaking adults who could be regarded as the target audience for the 'Let's Speak English' course.

An estimate of 362,000 household listings in the directory gave a sampling ratio of approximately 1 in 36. This 1/36 sample was drawn by using templates to determine the required number of randomly-selected locations in the alphabetical section of the directory. If the location was a business address, systematic substitution was employed to retain a sample of households. This procedure yielded approximately 10,000 listings.

A first 'wave' of calls on these numbers served to provide a sub-sample of persons belonging to the relevant population to be interviewed. Specifically, these initial calls provided:

- a listing of all households which included anyone over the age of 17 whose usual language of communication at home was not English
- the number of such persons in each of these households
- the native language(s) spoken in each household

By means of a random procedure, one non-English speaking adult in each of these households was then selected to be interviewed. (For a detailed description of this procedure see: The Selection of Individuals Within Households as Respondents in Telephone Surveys: Method and Rationale, CBC Research, Ottawa, 1963.) This in-household selection transformed the sample of households into a random sample of individuals to be interviewed. 1171 such persons were thus identified.

The outcome of this first 'wave' of interviews is shown below:

| | Numbers | Per cent |
|---|---|---|
| Households with English-speaking members only | 7,294 | 72.9 |
| Households including at least one non-English speaker | 1,171 | 11.7 |
| Information refused | 278 | 2.8 |
| No contact made after three attempts | 497 | 5.0 |
| Wrong number or disconnected | 631 | 6.3 |
| Otherwise unsuccessful | 129 | 1.3 |
| TOTAL | 10,000 | 100.0 |

Thus, contact was actually made with 8465 households, or 84.6 per cent of the original sample. Of these, 1171 constituted the sample of non-English speaking households for follow-up interviewing. The projection constant for our population estimates was therefore 362,000/8465 or approximately 42.8. The number of non-English speaking adults resident in these 1171 households proved to be 3287, or 2.8 such persons per household. The population estimate for the sample area is thus 3287 x 42.8, or about 140,700 non-English speaking adults.

In a second 'wave' of interviews, 1026 of these 1171 'qualified respondents' (88 per cent) provided usable information on their viewing or non-viewing of 'Let's Speak English'. These 1026 cases were then weighted by replication to allow for the fact that they were actually representative of households with varying numbers of non-English speaking members, totalling 3287 such persons in all. The household composition information obtained in the course of the original interviews was used to determine the weights in each case. A further adjustment was made to approximate a balanced sex ratio and to compensate for those interviews uncompleted in the second round of interviews. The complete weighting procedure is shown in TABLE 9.

Whereas all cross-breaks in the survey results were based on this weighted sample procedure, the significance of differences between sub-groups (e.g. between 'persistent' and 'casual' viewers) was of course determined on the basis of the original numbers of respondents involved. To be precise, the basic 1026 independent measurements were rounded down to 1000 - for ease and speed of computation - and the non-parametric chi-square test for two-by-K tables was applied:

$$\text{Chi square} = \frac{N^2}{A_t B_t} \left[ \sum \frac{B_i^{\,2}}{A_i + B_i} - \frac{B_t^{\,2}}{A_t + B_t} \right]^*$$

A difference between sub-groups was judged significant if it surpassed the $p = .05$ level, i.e. where the odds were less than one in twenty that the difference might have occurred by pure chance.

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[*] See Quinn McNemar, Psychological Statistics, 1949, p. 207, formula 87.

## TABLE 9

### PROCEDURE EMPLOYED TO CONVERT HOUSEHOLD SAMPLE INTO WEIGHTED SAMPLE OF INDIVIDUALS

| Adults in Household | Survey Respondents | | | Expected Frequencies[1] | Weights[2] | | Weighted Frequencies | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Total | | Male | Female | Male | Female | Total |
| 1 | 58 | 69 | 127 | 160 | 1.5 | 1.3 | 87 | 92 | 179 |
| 2 | 255 | 232 | 487 | 1162 | 2.4 | 2.4 | 612 | 556 | 1168 |
| 3 | 23 | 132 | 155 | 540 | 4 | 3 | 92 | 396 | 488 |
| 4 | 67 | 37 | 104 | 504 | 6 | 4 | 402 | 148 | 550 |
| 5 | 25 | 30 | 55 | 300 | 6 | 5 | 150 | 150 | 300 |
| 6 | 11 | 29 | 40 | 258 | 7 | 6 | 77 | 164 | 241 |
| 7 | 6 | 6 | 12 | 77 | 10 | 7 | 60 | 42 | 102 |
| 8 | 2 | 7 | 9 | 72 | 10 | 8 | 20 | 56 | 76 |
| 9 | 4 | 0 | 4 | 36 | 9 | - | 36 | 0 | 36 |
| 10+ | 5 | 1 | 6 | 88 | 11 | 11 | 55 | 11 | 66 |
| Unknown | 17 | 10 | 27 | 90 | 3 | 3 | 51 | 30 | 81 |
| TOTALS | 473 | 553 | 1026 | 3287 | - | - | 1642 | 1645 | 3287 |

[1] These frequencies are derived from the initial, screening interviews which identified non-English speaking households and the number of adults in each.

[2] These weights were derived empirically to approximate the distribution in the 'Expected Frequencies' column and to achieve male-female balance. Weighting was actually carried out by IBM punch-card replication. The approximation achieved can be seen in the final column. The weighting procedure was designed to approximate the expected distribution within broad categories and, in these terms, it was successful. Dividing the sample into four groups of households containing 1 adult, 2 adults, 3 or 4 adults, and 5 or more adults, the expected and obtained frequencies are well within the limits of random sampling variance. Chi square = 2.713, with 3 degrees of freedom, $.50 < p < .30$.

## APPENDIX B

### EXTENT TO WHICH VARIOUS SUB-GROUPS OF THE TARGET POPULATION BECAME PERSISTENT, CASUAL OR NON-VIEWERS OF 'LET'S SPEAK ENGLISH'

In Section V of this report we described the composition of the 'Let's Speak English' audience and compared the distribution of certain personal and demographic characteristics among persistent viewers, casual viewers, and those who had not watched at all. In this appendix we consider the same basic data but this time 'turned around' so as to indicate the extent to which the 'Let's Speak English' series was watched by sections of the target population which differed from each other in various ways. Thus, for example, whereas in Section V we were concerned with the proportions of persistent viewers (and of casual and non-viewers) who spoke, Italian, German, Hungarian, and various other languages, here we consider these different language groups in turn to determine what proportion of each of them became persistent, casual or non-viewers of the series. Similarly with those other demographic characteristics dealt with in Section VI.

The tables that follow provide no more than additional background data in support of conclusions already formulated in the body of the report. They are therefore presented here without further comment. All percentage figures are derived from the weighting procedure described in Appendix A.

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### TABLE 10

### THE EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY, OR NOT AT ALL BY PERSONS HAVING VARYING DEGREES OF PROFICIENCY IN THE ENGLISH LANGUAGE

| | SELF-RATING PROFICIENCY IN ENGLISH | | | | |
|---|---|---|---|---|---|
| | 'Fluent': Can converse in English quite easily | 'Fair': Can usually make oneself understood | 'Slight': Can only exchange simple phrases | 'None': No facility at all | Total Target Population |
| | % | % | % | % | % |
| Persistent viewers | 12 | 17 | 18 | 27 | 17 |
| Casual viewers | 20 | 20 | 16 | 14 | 18 |
| Non-viewers | 68 | 63 | 66 | 59 | 65 |
| Total target population: | 100 | 100 | 100 | 100 | 100 |
| Original Base: actual number of respondents before weighting | (321) | (322) | (233) | (123) | (1026)* |
| Distribution of these groups in the total target population - after weighting | 30% | 31% | 25% | 14% | 100% |

*Including 27 respondents who provided no information on their proficiency in English.

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### TABLE 11

### EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY OR NOT AT ALL BY PERSONS HAVING VARYING AMOUNTS OF FORMAL EDUCATION

| | NUMBER OF YEARS OF SCHOOLING | | | | |
|---|---|---|---|---|---|
| | Less than 5 years | 5-8 years | 9-12 years | 13 years or more | Total Target Population |
| | % | % | % | % | % |
| Persistent viewers | 12 | 19 | 15 | 16 | 17 |
| Casual viewers | 12 | 17 | 21 | 18 | 18 |
| Non-viewers | 76 | 64 | 64 | 66 | 65 |
| Total target population | 100 | 100 | 100 | 100 | 100 |
| Original Base: actual number of respondents before weighting | (80) | (442) | (256) | (172) | (1026)* |
| Distribution of these groups in the total target population-after weighting | 9% | 49% | 25% | 17% | 100% |

*Including 76 respondents who provided no information on their education.

## TABLE 12

## EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY, OR NOT AT ALL BY PERSONS WHO HAD LIVED IN CANADA FOR VARYING PERIODS

| | Canadian Born | YEAR OF ARRIVAL IN CANADA | | | | Total Target Population |
|---|---|---|---|---|---|---|
| | | Before 1950 | 1950-54 | 1955-58 | 1959-62 | |
| | % | % | % | % | % | % |
| Persistent viewers | 11 | 12 | 15 | 22 | 25 | 17 |
| Casual viewers | 25 | 28 | 16 | 15 | 12 | 18 |
| Non-viewers | 64 | 60 | 69 | 63 | 63 | 65 |
| Total target population | 100 | 100 | 100 | 100 | 100 | 100 |
| Original Base: actual number of respondents before weighting | (75) | (187) | (358) | (247) | (94) | (1026)* |
| Distribution of these groups in the total target population-after weighting | 7% | 17% | 39% | 26% | 11% | 100% |

*Including 65 respondents who provided no information on the year of their arrival in Canada.

## TABLE 13

### EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY, OR NOT AT ALL BY PERSONS WHO HAD OR HAD NOT OBTAINED SOME OTHER FORM OF INSTRUCTION IN ENGLISH OVER THE PREVIOUS SIX MONTHS

| | Some Other Instruction | No Other Instruction | Total Target Population |
|---|---|---|---|
| | % | % | % |
| Persistent viewers | 43 | 13 | 17 |
| Casual viewers | 26 | 17 | 18 |
| Non-viewers | 31 | 70 | 65 |
| Total target population | 100 | 100 | 100 |
| Original Base: actual number of respondents before weighting | (127) | (852) | (1026)* |
| Distribution of these groups in the total target population-after weighting | 13% | 87% | 100% |

*Including 47 respondents who provided no information on whether or not they had obtained other instruction during this period.

## TABLE 14

## EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, OR NOT AT ALL BY PERSONS WHO USUALLY SPEAK THESE LANGUAG

| | Italian | German | Other Germanic (incl. Yiddish) | Hungarian | Greek | Ukrainian | Polish |
|---|---|---|---|---|---|---|---|
| | % | % | % | % | % | % | % |
| Persistent viewers | 19 | 10 | 2 | 48 | 43 | 8 | 11 |
| Casual viewers | 10 | 16 | 20 | 13 | 10 | 36 | 33 |
| Non-viewers | 71 | 74 | 78 | 39 | 47 | 56 | 56 |
| Total target population | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Original base: actual number of respondents before weighting | (279) | (194) | (94) | (50) | (38) | (75) | (74) |
| Distribution of these groups in the total target population-after weighting | 33% | 16% | 8% | 5% | 4% | 7% | 6% |

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* Omitted from this table are 44 individual respondents speaking languages other than those accoun
Maltese, one tribal African, Spanish, Portuguese, Romanian, and one unidentifiable language.

## TABLE 14

CH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY,
T AT ALL BY PERSONS WHO USUALLY SPEAK THESE LANGUAGES

| her Germanic ncl. Yiddish) | Hungarian | Greek | Ukrainian | Polish | Baltic | Other Slavic | French-Canadian | Total Target Population |
|---|---|---|---|---|---|---|---|---|
| % | % | % | % | % | % | % | % | % |
| 2 | 48 | 43 | 8 | 11 | 14 | 21 | 14 | 17 |
| 20 | 13 | 10 | 36 | 33 | 22 | 21 | 36 | 18 |
| 78 | 39 | 47 | 56 | 56 | 64 | 58 | 50 | 65 |
| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (94) | (50) | (38) | (75) | (74) | (70) | (62) | (46) | (1026)* |
| 8% | 5% | 4% | 7% | 6% | 6% | 6% | 4% | 100% |

spondents speaking languages other than those accounted for above - viz. Chinese, Japanese,
uese, Romanian, and one unidentifiable language.

## TABLE 15

### EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY, OR NOT AT ALL, BY PERSONS RESIDENT IN DIFFERENT AREAS OF TORONTO

| | AREA OF RESIDENCE | | Total target Population |
|---|---|---|---|
| | West-central Toronto: Immigrant Concentration Area | Elsewhere in Toronto | |
| | % | % | % |
| Persistent viewers | 18 | 16 | 17 |
| Casual viewers | 17 | 18 | 18 |
| Non-viewers | 65 | 66 | 65 |
| Total target population | 100 | 100 | 100 |
| Original base: actual number of respondents before weighting | (591) | (435) | (1026) |
| Distribution of these groups in the total target population-after weighting | 63% | 37% | 100% |

## TABLE 16

### EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY, OR NOT AT ALL, BY PERSONS OF DIFFERENT AGES

| | AGE | | | | | Total Target Population |
|---|---|---|---|---|---|---|
| | 17-24 | 25-34 | 35-44 | 45-54 | 55+ | |
| | % | % | % | % | % | % |
| Persistent viewers | 25 | 19 | 16 | 16 | 16 | 17 |
| Casual viewers | 13 | 20 | 17 | 18 | 21 | 18 |
| Non-viewers | 62 | 61 | 67 | 66 | 63 | 65 |
| Total target population | 100 | 100 | 100 | 100 | 100 | 100 |
| Original base: actual number of respondents before weighting | (84) | (289) | (302) | (135) | (119) | (1026)* |
| Distribution of these groups in total target population - after weighting | 10% | 31% | 33% | 14% | 12% | 100% |

* Including 97 respondents who did not reveal their ages.

## TABLE 17

## EXTENT TO WHICH 'LET'S SPEAK ENGLISH' WAS WATCHED PERSISTENTLY, CASUALLY, OR NOT AT ALL, BY MEN AND BY WOMEN

| | Men | Women | Total Target Population |
|---|---|---|---|
| | % | % | % |
| Persistent viewers | 17 | 16 | 17 |
| Casual viewers | 17 | 19 | 18 |
| Non-viewers | 66 | 65 | 65 |
| Total target population | 100 | 100 | 100 |
| Original base: actual number of respondents before weighting[1] | (457) | (569) | (1026) |

---

[1] As explained in Appendix A, a 50/50 sex distribution was one of the weighting factors imposed on the sample.

# APPENDIX C

## QUESTIONNAIRES

INITIAL CONTACT
INTERVIEW

'LET'S SPEAK ENGLISH'

## TELEPHONE SCREENING INTERVIEW

INTRODUCTION: Hello, this is the Canadian Broadcasting Corporation. We are doing a survey on 'Let's Speak English', a television program for people who want to improve their English.

1. Are there any adults* using this telephone whose usual language at home is not English but some other language?
   (*Persons 17 years of age and older)

   CHECK IN COL. "C". -- YES = ✓, NO = 0. IF "NO" -- TERMINATE.

2. (a) How many such adults whose first language is other than English are using the telephone?

   IF "ONE" SKIP TO QUESTION 3 -- IF "MORE THAN ONE", PUT YOUR PENCIL TO PROPER NUMBER ON TOP OF GRID AND ASK:

   (b) How many of these are men?

   PUT YOUR LEFT INDEX FINGER TO PROPER NUMBER ON LEFT SIDE OF GRID AND DETERMINE PERSON TO BE INTERVIEWED.
   (NOTE: IF YOU SENSE HESITATION ON PART OF RESPONDENT, EXPLAIN PROMPTLY: "I am asking this to make sure that all these people have the same chance to be interviewed for 'Let's Speak English'.")

| NUMBER OF MEN | NUMBER OF ADULTS | | |
|---|---|---|---|
| | 2 | 3 | 4 or more |
| 0 | youngest lady | 2nd youngest lady | oldest lady |
| 1 | man | younger lady | 2nd youngest lady |
| 2 | younger man | lady | younger man |
| 3 | -- | 2nd youngest man | lady<br>(or if 5 or more)<br>youngest lady |
| 4 or more | -- | -- | youngest man |

BEFORE YOU ASK QUESTION 3, JOT INTO COL."D" THE TOTAL NUMBER OF PERSONS AND OF MEN.

3. I see -- we'll have to interview the ... A SHOWN IN THE GRID.

   (b) IF ONLY ONE PERSON: We'll have to interview you.
   (c) What's his/her/your name?

   ENTER IN COL. "E" -- LEGIBLY PLEASE!

4. (a) Thank you! Now to make sure a person speaking his/her/your language will call him/her/you, will you give me his/her your language? ENTER ANSWER IN COLUMN "F" (a).
   IF "FRENCH" ASK: Is he/she/you a French Canadian or an immigrant from abroad? INDICATE IN COL. "F" IF FRENCH CANADIAN.

   (b) What other languages can Mr./Mrs. ... you speak well?
   This question is particularly important in the case of persons belonging to one of the smaller minority language groups, such as Greek, Latvian, Maltese, etc. Make sure to note "English" under second language in those cases where he or she can be interviewed in English.

Thank you very much. An interviewer speaking ......... (language) will call you in a few days. Goodbye.

**FOLLOW-UP INTERVIEW**

## 'LET'S SPEAK ENGLISH'

| | 1st | 2nd | 3rd |
|---|---|---|---|
| Calls | | | |

( ) 6

( ) 7

Serial No. ____________________

1 2 3 4 5

Phone No. ______________ ( ) 8

( ) 9

Language Problem ☐ Language* ____________________ Second Language ____________ ( ) 10

Interviewer: ________________________

---

This is the CBC calling. Could I speak to ____________________ ? ( ) 11
(name, or grid designation)

1. We are asking people about 'Let's Speak English' on Channel 6, a television program to help people improve their English.
SPEAK RESPONDENT'S LANGUAGE IF YOU CAN, OR ELSE EXPLORE AS FOLLOWS: I cannot speak ... but I speak ... and ... besides English. LET RESPONDENT CHOOSE LANGUAGE. IF NO COMMUNICATION POSSIBLE CHECK "LANGUAGE PROBLEM" ON TOP OF PAGE.

2. Did you know about 'Let's Speak English' on Channel 6 before we called this week?

IF "YES" ASK Q.3, RIGHT AWAY
IF "NO" OR "NOT SURE", CIRCLE THE ZERO AND SKIP TO Q.9 0

3. How did you come to know about it?

CIRCLE ONE OR MORE AS INDICATED BY RESPONDENT

| | | |
|---|---|---|
| TV or radio announcements .......................... | 1 | |
| Foreign language paper .......................... | 2 | |
| English dailies or periodicals .......................... | 3 | |
| Church or labour union etc .......................... | 4 | |
| Posters, ads .......................... | 5 | |
| Public officials .......................... | 6 | |
| Employers and fellow employees .......................... | 7 | |
| Friends or relations .......................... | 8 | |
| Don't know, can't remember .......................... | X | |
| (If neither of these write down source here) ____________________ | 9 | ( ) 12 |

4. The program started early in October. Did you find out about it at that time or later?

CIRCLE ONE

| | | |
|---|---|---|
| Early in October .......................... | 1 | |
| Later but before New Year .......................... | 2 | |
| Since New Year .......................... | 3 | |
| DK .......................... | X | ( ) 13 |

5. Since you have known about the program, have you watched it:

CIRCLE ONE

| | | |
|---|---|---|
| Regularly (at least once a week) .......................... | 1 | |
| Frequently (but less than once a week).......................... | 2 | |
| Now and then, a few times .......................... | 3 | |
| Never, CIRCLE THE ZERO AND SKIP TO Q.9 .......................... | 0 | ( ) 14 |

* IF LANGUAGE SHOWN IS INCORRECT, STRIKE OUT AND INDICATE THE CORRECT FIRST LANGUAGE, AND IF THIS IS ENGLISH, APOLOGIZE AND TERMINATE.

6. What about "last" week? Did you watch 'Let's Speak English' -- ("This week" if call is made Saturday p.m.)

| | | | |
|---|---|---|---|
| | Wednesday 11:30 - 12 a.m. | 3 | |
| | Saturday 12 - 12:30 p.m. | 1 | |
| CIRCLE ONE OR MORE | Sunday 12 - 12:30 p.m. | 2 | |
| | No | 0 | |
| | Not sure, no answer | X | ( ) 15 |

7. Last time you watched 'Let's Speak English' did you view it by yourself or in the company of one or more people?

| | | | |
|---|---|---|---|
| | Alone (CIRCLE THE ZERO) | 0 | |
| | Number of others (INSERT NUMBER) | __ | ( ) 16 |

8. Who were your companions?

| | | | |
|---|---|---|---|
| | Husband or wife | 1 | |
| | Adult relation(s) | 2 | |
| CIRCLE ONE OR MORE | Child(ren) of family | 3 | |
| | Friend(s) | 4 | |
| | Not sure, no answer | X | ( ) 17 |

9. Would you say you can talk with English-speaking persons:

| | | | |
|---|---|---|---|
| | Fluently, easily | 1 | |
| CIRCLE ONE AS INDICATED BY RESPONDENT (PROBE IF NECESSARY) | Usually understand them and get across to them... | 2 | |
| | Can converse only about simple everyday matters with them | 3 | |
| | Can't really converse in English | 4 | |
| | No answer, hard to say, etc. | X | ( ) 18 |

10. Aside from the television course, have you been studying the English language by some other means this winter?

| | | | |
|---|---|---|---|
| | No | 0 | |
| | Night class in school | 1 | |
| CIRCLE ONE | Night class in church or organization | 2 | |
| | Private lessons | 3 | |
| | If other, write down ____________________ | | ( ) 19 |

11. How much schooling have you had as a child and young person?

| | | | |
|---|---|---|---|
| | Less than elementary (3 years or less) | 0 | |
| | Elementary (4 - 8 years) | 1 | |
| CIRCLE ONE | Middle level (9 - 12 years) | 2 | |
| | Higher level (13 years or more) | 3 | |
| | Professional degree (lawyer, M.D. etc.) | 4 | |
| | N.A. | X | ( ) 20 |

12. Which year did you come to Canada? (19 ___) 21 - 22
(SKIP THIS FOR FRENCH CANADIANS)

13. What's your age, please?

| | | |
|---|---|---|
| 24 years or less | 2 | |
| 25 - 34 years | 3 | |
| 35 - 44 years | 4 | |
| 45 - 54 years | 5 | |
| 55 - 64 years | 6 | |
| 65 - 74 years | 7 | |
| 75 and above | 8 | |
| N.A. | X | ( ) 23 |

14. You've been most helpful. If you would like to say something about the program 'Let's Speak English', I'd be glad to pass on your comments or ideas to the people on 'Let's Speak English'.*
RESPONDENT'S COMMENTS:

24

*COMMENTS SHOULD ONLY BE ASKED OF THOSE WHO HAVE KNOWN ABOUT THE PROGRAM. IF YOU HAVE WRITTEN DOWN THE COMMENT IN ANOTHER LANGUAGE, REMEMBER TO TRANSLATE INTO ENGLISH.

'SERIOUS STUDENTS'
INTERVIEW: FACE-TO-FAC

Serial No.

| 1 | 2 | 3 |
|---|---|---|
|  |  |  |

**Project 204**
**'LET'S SPEAK ENGLISH'**
**EVALUATION INTERVIEW**

Mr.
Name: Mrs. ______________________________ ( ) 4  Language: ____________________ ( ) 5 ( ) 6
Miss

If Mr. single ____ or married ____

Interviewer's Introduction

I am Mr/Mrs/Miss ..... of the CBC. I would like to talk to you about 'Let's Speak English', a television course for New Canadians. You are one of many persons who have (say whichever applies in the given cases)

--returned to us the postcard attached to the Basic Lessons textbook
--written a letter concerning 'Let's Speak English' to the CBC
--answered the announcement on 'Let's Speak English' for viewers to give their names and addresses to be interviewed

and your interest in the program is appreciated.

Before we go any further I'd like to make sure that you understand why we have come to see you. This program is a new experiment in television teaching. So as to be sure that English is taught as well as possible on TV in the future the impressions and opinions of the many kinds of people who watched 'Let's Speak English' this winter must be known.

Another thing we'd like you to know is that this is a confidential interview. This simply means that after the interviews are done we are going to throw away all the names and addresses. But we'll give your opinions and those of the other people whom we are interviewing to the experts who put 'Let's Speak English' on the air. They will use this information to improve the program.

1. 'Let's Speak English' came on the air during the first week of October last Fall, and was finished early in April this year. At about what time did you first learn about the program?

| September |  | October |  | November |  | December |  | January |  | February |  | March |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Don't remember ______ ( ) 7

CHECK THE BOX WHICH APPLIES. ACCEPT RESPONDENT'S GUESS OR APPROXIMATION.

2. Just how did you first learn about the program?
WRITE DOWN AS REPORTED. IF THERE WERE SEVERAL SOURCES GIVE THE STORY.

______________________________________________

______________________________________________

3. (a) When you started watching the program did you obtain the textbooks recommended for TV students?

CHECK ONE OR MORE
Basic Lessons ___
Sound Studies ___
Language Key ___ ( ) 8

(b) How did you obtain them?

In case of late purchase note month
196___

CHECK ONE
Purchased in store ___
Borrowed from library ___
Other (Specify) ___ ( ) 9

4. So you've known about 'Let's Speak English' since ..... (Q.1). Since that time have you watched it (a) fairly regularly or (b) intermittently?

IF (a) "FAIRLY REGULARLY"
About how often a week would you say you watched the program?

Once ___
Twice ___
Three times ___ ( ) 10

Comments: ___

ASK QUESTION 4(d) NEXT

IF (b) "INTERMITTENTLY"
Could you recall (be it only roughly) the weeks when you followed the program between October 4 1961 and April 6 1962?

| October | | | | November | | | | December | | | | January | | | | February | | | | March | | | | April | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

GO OVER GRID WITH RESPONDENT. "X" PERIODS OF VIEWING AND "O" PERIODS WHEN NO VIEWING TOOK PLACE. DOUBT MAY BE INDICATED BY "?". ( ) 11

(c) Would you mind telling me what kept you from viewing during .....? (see 4 (b))

___

___

(d) ASK EVERYONE
Which days did you find most/least convenient?

CHECK ONE

| | Most convenient | Least convenient |
|---|---|---|
| Wednesday | ___ | ___ |
| Saturday | ___ | ___ |
| Sunday | ___ | ___ |

( ) 12

(e) Have you anything else to suggest about the times when the program should be televised?

___

___ ( ) 13

5. (a) ASK THIS ONLY OF INTERMITTENT VIEWERS: (4 (b) ABOVE)
When you tuned to 'Let's Speak English' again after not watching for a week or more did you still understand the lessons or did you find them difficult to follow?

CHECK ONE

Easy to understand ____
Some difficulty for a short while ____
Considerable difficulty ____
Great, lasting difficulty ____ ( ) 14

(b) INTERVIEWER TO PROBE RE DIFFICULTIES

________________________________________

________________________________________ ( ) 15

(c) FOR USERS OF TEXTBOOK ONLY: (3 (a) ABOVE)
In overcoming your difficulties in understanding the TV lessons did you find the following textbooks helpful or not very helpful?

| | Basic Lessons | Language Key | Sound Studies |
|---|---|---|---|
| Very helpful | ____ | ____ | ____ |
| Somewhat helpful | ____ | ____ | ____ |
| Not very helpful | ____ | ____ | ____ |

INTERVIEWER TO PROBE: ( ) 16 ( ) 17

________________________________________

________________________________________

ASK EVERYONE QUESTIONS 6 TO 10

6. (a) How was your English conversation when you started following 'Let's Speak English' on CBLT?

CHECK ONE IN (a) THEN ASK (b)

| | then (a) | now (b) |
|---|---|---|
| Fluent, perfect | ____ | ____ |
| Usually understood and got across to English-speaking persons | ____ | ____ |
| Could converse in English only about simple everyday matters | ____ | ____ |
| Could not really speak and understand English | ____ | ____ |
| | ( ) 18 | ( ) 19 |

(b) And how is your English conversation today?
CHECK IN COLUMN (b) ABOVE.

(CODER ONLY: Degree of improvement) ( ) 20

7. Throughout the television program, the teachers tried to persuade the audience to say the sentences they taught after them. Some adults might find this sort of thing a little hard to do. How about yourself?

______________________________________________________________

______________________________________________________________ ( ) 21

8. Besides the television course, have you been studying the English language by some other means this winter?

Yes ___ No ___

CHECK ONE OR MORE IF "YES"
( Class in school ___
( Class in church
( or organization ___
( Private lessons ___
( If other, write down ___ ( ) 22
__________________

9. (a) Have your friends noticed any difference in your English conversation since you started watching the program?

Yes ___
No ___

IF YES, PROBE:

______________________________________________________________

______________________________________________________________ ( ) 23

(b) How about yourself: did you notice any difference in your understanding of spoken English? (In day-to-day conversation and on television or radio)

Yes ___
No ___

IF YES, PROBE:

______________________________________________________________

______________________________________________________________ ( ) 24

10. USE CHECK LIST ON SEPARATE CARD TO OBTAIN SPECIFIC ANSWERS TO THE FOLLOWING QUESTIONS.
Which part of the program did you find --

| MOST | | LEAST |
|---|---|---|
| ________ | Interesting and enjoyable<br>( ) 25 ( ) 26 | ________ |
| ________ | easy to understand<br>( ) 27 ( ) 28 | ________ |
| ________ | Helpful in improving your English conversation, i.e. the ability to make yourself understood?<br>( ) 29 ( ) 30 | ________ |
| ________ | helpful in following other TV or radio programs?<br>( ) 31 ( ) 32 | ________ |

11. APPLIES ONLY TO THOSE WHO COMBINED THE TV COURSE WITH OTHER ENGLISH LESSONS (see Q.8)
Let us now compare your experience with the TV course,'Let's Speak English',with the other English lessons you have had last Winter. Which of these were --

(a) More interesting or enjoyable?

TV Course ____ Other course or lessons ____ ( ) 33

(b) More easy to understand?

TV Course ____ Other course or lessons ____ ( ) 34

(c) More helpful in making yourself understood in English?

TV Course ____ Other course or lessons ____ ( ) 35

(d) More helpful in understanding English as spoken by others?

TV Course ____ Other course or lessons ____ ( ) 36

(e) ASK EVERYONE:
Would you care to compare in your own words your experience in studying the English language by means of TV and the more customary forms of instruction with which you are familiar?

____________________________________________

____________________________________________

____________________________________________

12. (a) Can you recall in what way you expected to benefit from 'Let's Speak English' when you became interested in the program? (IF RESPONDENT SAYS SOMETHING VERY GENERAL -- PROBE FOR SPECIFIC ANSWERS: PRONUNCIATION, GRAMMAR, VOCABULARY, UNDERSTANDING OTHERS?)

____________________________________________

____________________________________________

____________________________________________ ( ) 37

(b) How do you feel about it now? (AGAIN PROBE FOR SPECIFIC OBSERVATIONS)

____________________________________________

____________________________________________ ( ) 38

13. As you may know the TV lessons have covered so far only a part of the Basic Lessons as outlined in the textbook. If the remaining lessons were covered on television in the near future, do you think you would follow them?

| | | | |
|---|---|---|---|
| CHECK ONE<br>WHICHEVER MOST<br>APPROPRIATE | Not likely to follow, will be too busy with other things, etc. | ____ | |
| | Perhaps follow, depends | ____ | |
| | Would like to follow but not sure | ____ | |
| | Will follow if at all possible | ____ | |
| | Doesn't know | ____ | ( ) 39 |

Comments: ________________________________________

________________________________________

14. If the first eight lessons you followed last winter were repeated next Fall would you have any particular advice for the people who put the English-language lessons on the air?

________________________________________

________________________________________

________________________________________ ( ) 40

15. (a) By the way, did you follow 'Let's Speak English' on TV alone, or in the company of others?

Alone ____
With others ____

(b) How many viewing companions have you had? No: ________ ( ) 41

16. Who were your companions?

| | | | |
|---|---|---|---|
| CHECK ONE<br>OR MORE | Husband or wife | ____ | |
| | Child(ren) of family | ____ | |
| | Friend(s) or adult relations | ____ | |
| | Not sure, no answer | ____ | ( ) 42 |

---

That's about all I have to ask you about your experiences in learning English. But before I leave I have to ask you a few facts about yourself for statistical purposes.

---

17. Which year did you come to Canada? 19 ____ ( ) 43

18. What was your age at that time? ______ years ( ) 44

(FOR CODER ONLY: Present age ______ years) ( ) 45

19. (a) What was your occupation before you came to Canada?

________________________________ ( ) 46

(b) And what is your occupation at present? ________________________________ ( ) 47

(FOR CODER ONLY: ________________________) ( ) 48

20. How much schooling have you had as a child and young person?

Less than elementary (3 years or less) ____
Elementary (4 - 8 years) ____
Middle level (9 - 12 years) ____
Higher level (13 years or more) ____
Professional degree (Lawyer, M.D.etc.) ____
N.A. ____ ( ) 49

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Thank you very much! I am sure that the CBC and the people concerned with helping newcomers and others in their efforts to master the English language will appreciate your cooperation and will find your comments most helpful.

CHECK LIST
(SEE QUESTION 10)

EXERCISES IN VOCABULARY
(teaching the meaning of words)

DRILLS IN PRONUNCIATION
(teaching the way English sounds)

PHRASES FOR SITUATIONS
(e.g. what to say when you entertain a guest)

DRILLS IN GRAMMAR
(showing the way English sentences are put together)

PICTURES
(to show the meaning of words and sentences)

CARDS
(to show how the spoken sentences look in writing)

'SERIOUS STUDENTS' INTERVIEW -
TELEPHONE OR MAIL

Serial No. ☐☐☐
1 2 3

## 'LET'S SPEAK ENGLISH'

ON MOST QUESTIONS ALL THAT IS REQUIRED IS THAT YOU TICK (✓) THE ANSWER THAT CORRESPONDS TO YOUR VIEWS. ON OTHERS PLEASE WRITE IN THE ANSWER IN YOUR OWN WORDS.

1. (a) 'Let's Speak English' came on the air during the first week of October last Fall, and was finished early in April this year. Just how did you first learn about the program?

TICK ONE OR MORE

(1) from English language newspaper ____
(2) from newspaper in other language ____
(3) at church, club, or organization ____
(4) night class or children's schoolteacher ____
(5) from television announcement ____
(6) from a friend or relative ____

(7) from other source ____________ ( ) 4

(b) Can you recall what month you learned first about 'Let's Speak English'?

(Month) ____________ ( ) 5

(Don't remember ________)

2. (a) When you started watching the program did you obtain any of the textbooks recommended for TV students?

TICK ONE OR MORE

Basic Lessons ____
Sound Studies ____
Language Key (translation) ____
None of them ____ ( ) 6

(b) How did you obtain these books?

purchased in store ____
borrowed from library ____
obtained from night school ____

other ____________ ( ) 7

3. Since you have known about 'Let's Speak English' have you watched it regularly, or not very regularly?

(a) IF REGULARLY:
About how often a week would you say you watched the program?

once ____
twice ____
three times ____ ( ) 8

REGULAR VIEWERS GO ON TO QUESTION 4 OR 5

(b) IF NOT WATCHED REGULARLY:
Would you care to say why you did not follow the program regularly?

| | | | |
|---|---|---|---|
| | (1) too busy with family, job, other activities | ___ | |
| | (2) no TV at home | ___ | |
| TICK | (3) TV out of order | ___ | |
| ONE | (4) found lessons too simple for me | ___ | |
| OR | (5) found lessons too advanced for me | ___ | |
| MORE | (6) found lessons too repetitive and dull | ___ | |
| | (7) difficulty keeping up -- pace too fast | ___ | |
| | (8) pace too slow -- lost interest | ___ | |
| | (9) time of program inconvenient | ___ | ( ) 9 |

(c) When you tuned to 'Let's Speak English' again after not watching for a week or more, did you still understand the lessons, or did you find them difficult to follow?

| | | | |
|---|---|---|---|
| | easy to understand | ___ | |
| TICK | some difficulty for a short while | ___ | |
| ONE | considerable difficulty | ___ | |
| | great, lasting difficulty | ___ | ( ) 10 |

COMMENTS: ______________________________

______________________________

______________________________

FOR USERS OF TEXTBOOKS ONLY:

4. In overcoming your difficulties in understanding the TV lessons, which textbooks did you find least helpful or most helpful?

| | | LEAST HELPFUL | MOST HELPFUL | |
|---|---|---|---|---|
| TICK | Basic Lessons | ___ | ___ | |
| WHICHEVER | Sound Studies | ___ | ___ | |
| APPLIES | Language Key | ___ | ___ | ( ) 11 |

COMMENTS: ______________________________

______________________________

5. Here are some parts of the program. Please show by tickmarks (✓) those parts which you found most interesting, and those which you found least interesting. Then show us in the same way what you found helpful or not so helpful in improving your English.

| PARTS OF LET'S SPEAK ENGLISH: | MOST INTERESTING | LEAST INTERESTING | MOST HELPFUL | LEAST HELPFUL | |
|---|---|---|---|---|---|
| (1) Exercises in Vocabulary (teaching the meaning of words) | ☐ | ☐ | ☐ | ☐ | ( ) 12 |
| (2) Drills in Pronunciation (teaching the way English sounds) | ☐ | ☐ | ☐ | ☐ | ( ) 13 |
| (3) Phrases for Situations (for example, what to say when you entertain a guest) | ☐ | ☐ | ☐ | ☐ | ( ) 14 |
| (4) Drills in Grammar (showing the way English sentences are put together) | ☐ | ☐ | ☐ | ☐ | ( ) 15 |
| (5) Pictures to show the meaning of words and sentences | ☐ | ☐ | ☐ | ☐ | ( ) 16 |
| (6) Cards to show how the spoken sentences look in writing | ☐ | ☐ | ☐ | ☐ | ( ) 17 |
| (7) Other (not mentioned above) ____________________ | ☐ | ☐ | ☐ | ☐ | ( ) 18 |

6. Has the program given you what you expected when you started viewing, or did it disappoint you in some way? COMMENTS:

____________________________________________________________

____________________________________________________________

____________________________________________________________ ( ) 19

7. Throughout the television program, the teachers tried to persuade the audience to say the words and sentences they taught after them. Some adults find this sort of thing a little hard to do. How about yourself?

TICK WHICHEVER APPLIES FOR YOU:

| | EASY | DIFFICULT | ANNOYING | |
|---|---|---|---|---|
| 1. Repeated after teachers and found this: | ___ | ___ | ___ | |
| 2. Did not repeat after teachers because I found this: | ___ | ___ | ___ | ( ) 20 |

COMMENTS: ____________________________________________________________

____________________________________________________________

8. This program was put on television to help adult students of English to improve their ability to speak and understand the language. Please show by tickmarks (✓) what kind of progress you've made as a result of viewing, or whether you stand just about where you were before viewing the program.

| | Progress due to program | Progress due to other things | No progress to report | |
|---|---|---|---|---|
| (1) Understanding English as spoken by Canadians | ____ | ____ | ____ | ( ) 21 |
| (2) Being understood by English-speaking people | ____ | ____ | ____ | ( ) 22 |
| (3) Ease in pronouncing words and sentences correctly | ____ | ____ | ____ | ( ) 23 |
| (4) Finding the proper words and phrases when I speak English | ____ | ____ | ____ | ( ) 24 |
| (5) Other aspect not mentioned above<br>____________________ | ____ | ____ | ____ | ( ) 25 |

COMMENTS: ____________________________________________

____________________________________________________

9. (a) Besides the television course, did you study the English language by any other means?

| | YES, LAST WINTER | YES, AT EARLIER DATE | NO | |
|---|---|---|---|---|
| Class in school | ____ | ____ | ____ | ( ) 26 |
| Class in church or organization | ____ | ____ | ____ | ( ) 27 |
| Private lessons | ____ | ____ | ____ | ( ) 28 |
| Other (specify)<br>______________ | ____ | ____ | ____ | ( ) 29 |

(b) ONLY FOR THOSE WHO HAD TAKEN OTHER ENGLISH LESSONS
Let us now compare your experience with the TV course 'Let's Speak English' and the other English lessons you have had. Which of these were:

1. More interesting or enjoyable?
TV Course ____ Other course or lesson ____ ( ) 30
2. More easy to understand? TV Course ____ Other course or lesson ____ ( ) 31
3. More helpful in making yourself understood in English.
TV Course ____ Other course or lesson ____ ( ) 32
4. More helpful in understanding English as spoken by others.
TV Course ____ Other course or lesson ____ ( ) 33

COMMENTS: ____________________________________________

____________________________________________________

10. (a) As you may know, the TV lessons covered only a part of the Basic Lessons as outlined in the textbook. If the remaining lessons were covered on TV in the near future do you think you would follow them?

TICK WHICHEVER APPLIES

Not likely to follow ____
Perhaps will follow, depends ____
Would like to follow but not sure ____
Will follow if at all possible ____

Don't know ____ ( ) 34

(b) What times would you find most convenient to watch the program?

| TICK ONE IN EACH LINE | | Mornings | Afternoons | Evenings | |
|---|---|---|---|---|---|
| | Weekdays | ____ | ____ | ____ | ( ) 35 |
| | Saturdays | ____ | ____ | ____ | ( ) 36 |
| | Sundays | ____ | ____ | ____ | ( ) 37 |

11. (a) Did you follow 'Let's Speak English' on TV alone, or in the company of others?

Alone ____
With others ____

(b) How many viewing companions did you usually have? ______ (Number) ( ) 38

12. Who were your usual companions?

TICK ONE OR MORE

Husband or wife ____
Child(ren) of family ____
Friend or relation ____
Don't remember ____ ( ) 39

Finally, just a few factual items:

13. (PLEASE TICK WHICHEVER APPLIES TO YOU)

Man ____ Woman ____ Single ____ Married ____ Other ____ ( ) 40

14. Your language: ______________________________ ( ) 41
( ) 42

15. Which year did you come to Canada? 19 ___ If born in Canada: ☐ ( ) 43

16. Your age: ________ years ( ) 44

17. (a) What was your occupation before you came to Canada? ______________ ( ) 45

(b) What is your occupation at present? ____________________________ ( ) 46
( ) 47

18. Your education:

Less than elementary (3 years in school or less) ____
Elementary (4 - 8 years) ____
Middle level (9 - 12 years) ____
Higher level (13 years or more) ____
Professional degree (lawyer, M.D. etc.) ____
No answer ____ ( ) 48

Thank you very much for answering our questions carefully and completely. The CBC and the people concerned with helping those who wish to improve their English will appreciate your cooperation and will find your comments most helpful.